

PHILIPPINE ISLANDS

BUREAU
OF
EDUCATION

ANNUAL REPORT
1916-19

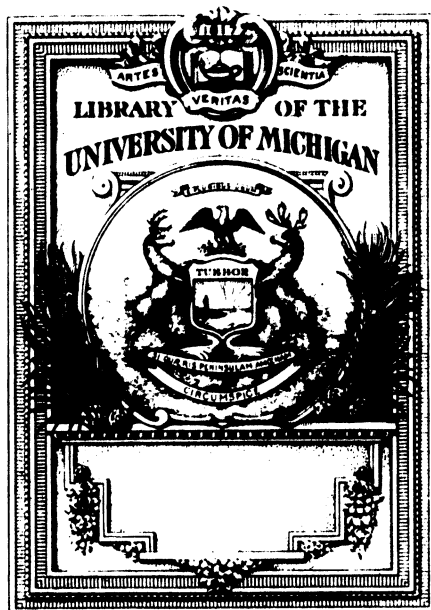
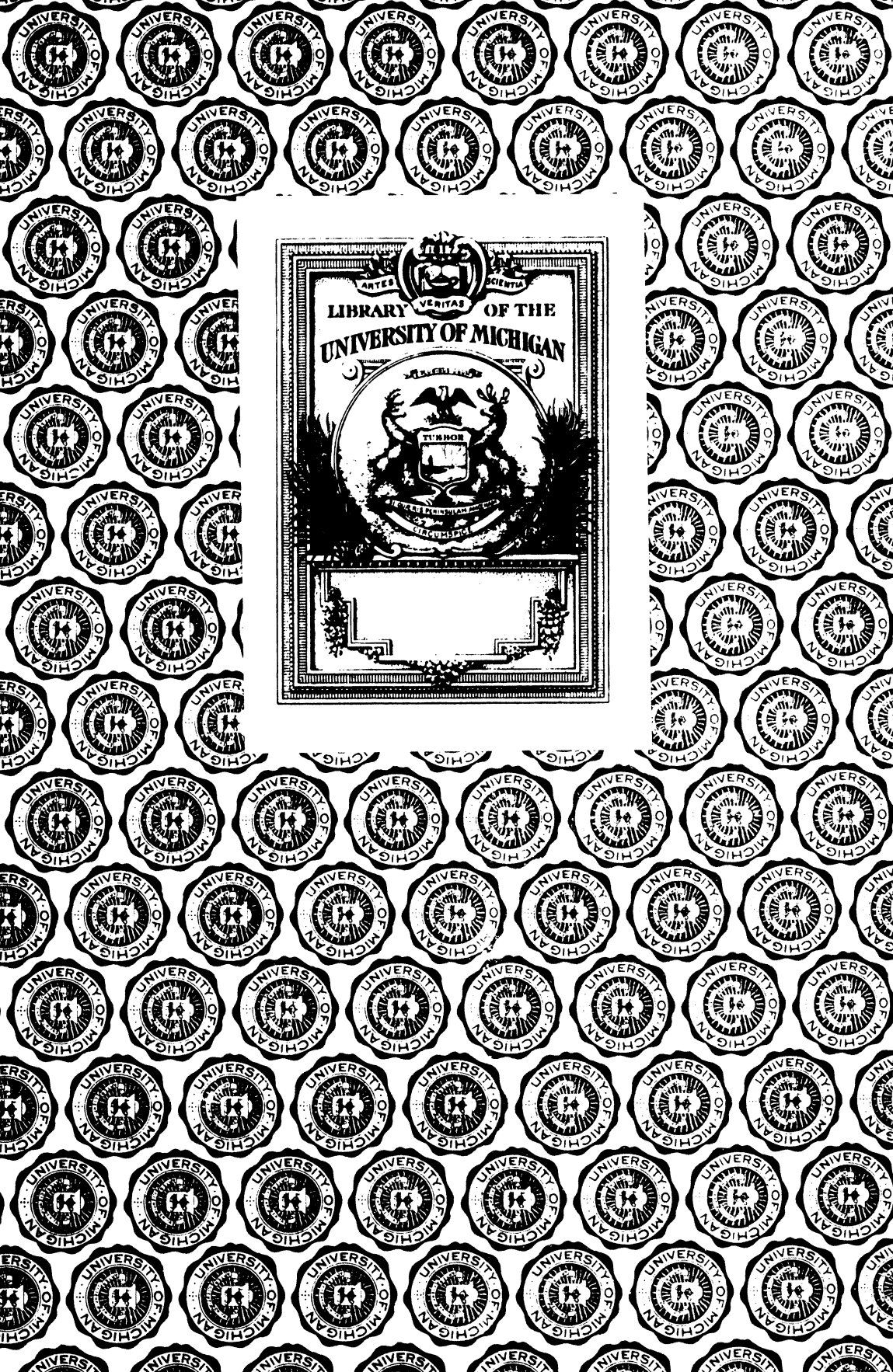
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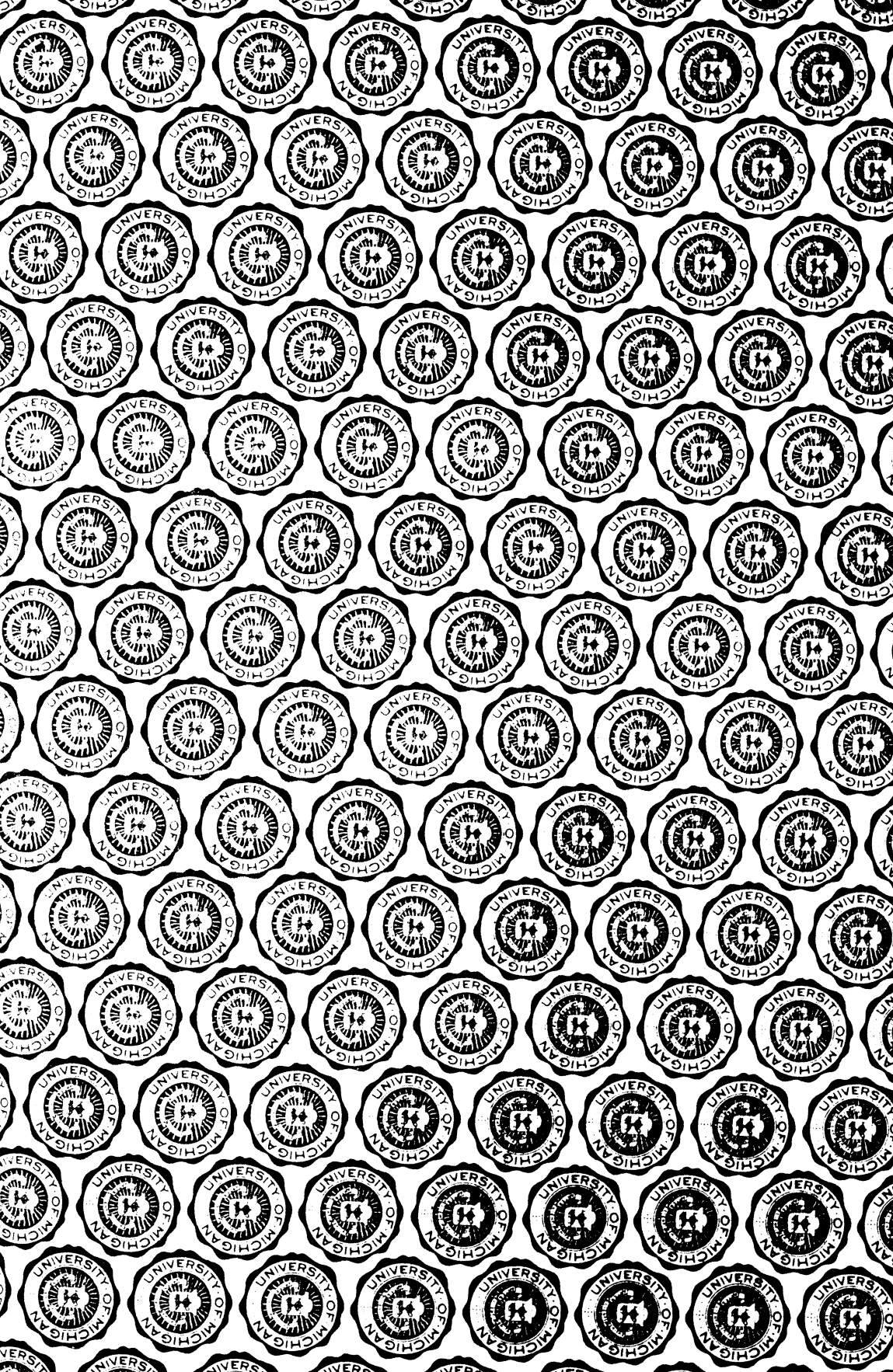
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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

SEVENTEENTH ANNUAL RE-
PORT OF THE DIRECTOR
OF EDUCATION

JANUARY 1, 1916, TO DECEMBER 31, 1916



MANILA
BUREAU OF PRINTING
1917

148472



First-grade class, Santa Clara School, Manila.

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NUMBER OF SCHOOLS.

| | | |
|-----------|-------|-------|
| 1905-1906 | 3,263 | _____ |
| 1910-1911 | 4,404 | _____ |
| 1915-1916 | 4,412 | _____ |

NUMBER OF TEACHERS.

| | | |
|-----------|--------|-------|
| 1905-1906 | 5,550 | _____ |
| 1910-1911 | 9,086 | _____ |
| 1915-1916 | 10,691 | _____ |

TOTAL ANNUAL ENROLLMENT.

| | | |
|-----------|---------|-------|
| 1910-1911 | 610,493 | _____ |
| 1915-1916 | 626,968 | _____ |

AVERAGE MONTHLY ENROLLMENT.

| | | |
|-----------|---------|-------|
| 1910-1911 | 446,889 | _____ |
| 1915-1916 | 514,982 | _____ |

AVERAGE DAILY ATTENDANCE.

| | | |
|-----------|---------|-------|
| 1910-1911 | 355,722 | _____ |
| 1915-1916 | 464,780 | _____ |

PRIMARY AVERAGE MONTHLY ENROLLMENT.

| | | |
|-----------|---------|-------|
| 1910-1911 | 423,047 | _____ |
| 1915-1916 | 462,787 | _____ |

INTERMEDIATE AVERAGE MONTHLY ENROLLMENT.

| | | |
|-----------|--------|-------|
| 1910-1911 | 20,952 | _____ |
| 1915-1916 | 44,317 | _____ |

SECONDARY AVERAGE MONTHLY ENROLLMENT.

| | | |
|-----------|-------|-------|
| 1910-1911 | 2,890 | _____ |
| 1915-1916 | 8,153 | _____ |

TOTAL EXPENDITURES FOR PUBLIC SCHOOLS.

| | | |
|-----------|-----------|-------|
| 1910-1911 | 7,293,960 | _____ |
| 1915 | 7,242,372 | _____ |

ANNUAL COST PER PUPIL IN DAILY ATTENDANCE.

| | | |
|-----------|--------|-------|
| 1910-1911 | ₱20.50 | _____ |
| 1914-1915 | 16.39 | _____ |

PERCENTAGE OF INTERMEDIATE AND SECONDARY PUPILS.

| | | |
|-----------|-----|----------------------|
| 1910-1911 | 4.6 | ██████████ |
| 1915-1916 | 9.3 | ████████████████████ |

PERCENTAGE OF ATTENDANCE.

| | | |
|-----------|----|----------------------|
| 1910-1911 | 80 | ████████████████████ |
| 1915-1916 | 90 | ████████████████████ |

PERCENTAGE OF PROMOTIONS.

| | | |
|-----------|----|----------------------------------|
| 1908-1909 | 31 | ██████████████████ |
| 1910-1911 | 41 | ██████████████████ |
| 1915-1916 | 56 | ████████████████████████████████ |

AVERAGE ATTAINMENTS OF FILIPINO TEACHERS BY GRADES.

| | | |
|-----------|-----|--------------------|
| 1910-1911 | 6.7 | ██████████████████ |
| 1915-1916 | 8.2 | ██████████████████ |

AVERAGE SALARY OF MUNICIPAL TEACHERS.

| | | |
|-----------|--------|------------------------------|
| 1910-1911 | ₱18.55 | ██████████████████ |
| 1915-1916 | 22.42 | ████████████████████████████ |

AVERAGE SALARY OF INSULAR TEACHERS.

| | | |
|-----------|--------|------------------------------|
| 1910-1911 | ₱45.15 | ████████████████████ |
| 1915-1916 | 55.88 | ████████████████████████████ |

NUMBER OF SCHOOL LIBRARIES.

| | | |
|-----------|-----|--------------------------------------|
| 1914-1915 | 329 | ██████████████████ |
| 1915-1916 | 748 | ████████████████████████████████████ |

VALUE OF STANDARD BUILDINGS.

| | | |
|-----------|-----------|------------------------------|
| 1910-1911 | ₱617,179 | ████ |
| 1915-1916 | 4,882,454 | ████████████████████████████ |

CULTIVATED AREA OF AGRICULTURAL AND FARM SCHOOLS.

| | | |
|-----------|-----------|------------------------------|
| 1910-1911 | 59.4 ha. | ████ |
| 1915-1916 | 500.9 ha. | ████████████████████████████ |

NUMBER OF SCHOOL GARDENS.

| | | |
|-----------|--------|------------------------------|
| 1910-1911 | 13,160 | ████████ |
| 1915-1916 | 50,947 | ████████████████████████████ |

SEVENTEENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

MANILA, *February 15, 1917.*

The Honorable
the SECRETARY OF PUBLIC INSTRUCTION,
Manila, P. I.

SIR: I have the honor to forward herewith the Seventeenth Annual Report of the Director of Education, which covers the period from January 1 to December 31, 1916.

GENERAL STATEMENT.

During the year there were more changes than usual in the personnel of the Bureau of Education. Mr. Charles H. Magee, Assistant Director, was appointed Insular Purchasing Agent, on January 15, 1916. On June 15, 1916, Mr. Frank L. Crone, the Director, resigned his position after fifteen years in the Bureau, during the last three of which he served as Director. On July 15, 1916, Mr. John S. Potter, who had been chief clerk since 1913, and Mr. John L. Stewart, who had served as property officer for seven years, also left the service. Upon the retirement of Mr. Crone under the benefits of the Osmeña Act, the undersigned was appointed Director, Mr. José Escaler was made Assistant Director, and Mr. Luther B. Bewley was promoted from the superintendency of the Manila schools to the position of Second Assistant Director. Because of these changes, and the illness of Assistant Director Escaler, the work of the directorate was unusually heavy during the latter part of the year.

In addition to the regular work of his office, the Director has given considerable attention to his duties as chairman of the social-center committee of the Board of Public Welfare, as member of the government board of the Philippine Amateur Athletic Federation, and as professorial lecturer on education in the University of the Philippines. This last position has been valuable to the Director in putting him in touch with the future graduates of the School of Education; and it has resulted, it is believed, in giving the students of the School of Education a

clear and sympathetic understanding of the organization and the purposes of this Bureau.

A very large amount of traveling was done by the Director, Assistant Directors, and chiefs of divisions of the Office. The Director visited 14 provinces and 59 schools; the Assistant Director, 3 provinces and 56 schools; the Second Assistant Director, 8 provinces and 105 schools; the chief of the academic division, 10 provinces and 94 schools; the chief of the industrial division, 10 provinces and 36 schools; the inspector of school gardens, 13 provinces and 62 schools; the managing editor of the Philippine Craftsman, 10 provinces and 71 schools. These visits have kept the office and the field in much closer touch with each other than would otherwise have been possible.

A large number of the older American employees of the Bureau availed themselves of the privileges of the Retirement Act. The vacancies due to retirement and to the usual number of resignations of American teachers, were filled in part by the assignment of Filipinos to positions of increased responsibility, and in part by the appointment of 80 new American teachers from the United States, the largest number brought over at any one time in several years.

Notwithstanding the changes in the directorate and unfounded apprehensions as to the outcome of the Retirement Act and the Salary Act, the esprit de corps of the employees of the

Loyalty and
Efficiency of
Employees.

Bureau of Education, from the Assistant Director down to the lowest paid barrio teacher, was notable. The field not only was loyal to the directing officials, but maintained a high degree of efficiency and enthusiasm for the cause of public instruction. Devotion to work and belief in its results, enabled the employees to face many disappointments and difficulties with courage and success. The schools have won their way into the hearts of the people, who are confidently staking the future of their country upon the results of public instruction. The loyalty and energy of the teachers, coupled with the confidence and support of the people, have made it possible to carry on the work with a high degree of effectiveness at a minimum cost to the government.

Several very favorable conditions made possible the extension of educational work during the past year without an increase of Insular appropriation. Among these were the continued sup-

Favorable
Conditions.

port of schools on the part of municipal officials and the people, and the reassessment of real estate which was completed in many provinces, thus materially augmenting school funds in a large number of municipalities.

Economic conditions, largely due to the situation in Europe, have brought Philippine possibilities in the production of handicraft articles to the attention of firms which formerly looked elsewhere for such goods. This has helped in bringing to fruition many years of faithful work on the part of the Bureau in developing home industries, such as the production of lace, embroidery, and basketry.

The growth of intermediate attendance by 13 per cent and that of secondary attendance by 22 per cent in one year, sorely taxed the financial ingenuity of the Bureau. These increases were met without diminution of primary education and without additional Insular assistance. Voluntary contributions, careful arrangement of classes, and extreme economy made this possible.

Unfavorable
Conditions.

Special investigations revealed the fact that over 150,000 pupils were not provided with suitable desks and benches; that 40,000 pupils could be allowed to attend part time only, owing to lack of teachers and accommodations; and that 5,137 municipal teachers received meager salaries, ranging from ₱10 to ₱20 per month, in most cases not a living wage.

The higher attainments required of municipal teachers without any corresponding increase in their salaries, is already making it difficult to secure properly qualified teachers at the prevailing rate of compensation. This is generally true in the wealthier provinces, and very particularly in Tayabas, where money was available for the employment of new teachers, but where only one whose attainments were satisfactory was willing to accept a position at the salary offered.

Statistics for December, 1916, indicate that the number of schools then in operation was 4,496, an increase of 110 over 1915, and 295 over 1914.¹ The total annual enrollment to December, 1916, was 647,256, an increase of 40,659 over 1915, and 58,046 over 1914. The average daily attendance for December, 1916, was 494,587, an increase of 39,270 over 1915, and 61,550 over 1914. This last increase is exceedingly gratifying as it indicates a gain in the actual number of pupils in the schoolroom each day. There were increases of 6 per cent in the primary enrollment for December, 1916, over that for the corresponding month of the preceding year; of 13 per cent in the intermediate enrollment; and of 22 per cent in the secondary enrollment. These figures are of particular significance in view of the general rule to the effect

Schools and
Attendance.

¹ November data are used for Mountain Province and Palawan in all of these comparisons of enrollment.

that no new intermediate or secondary classes may be opened at the expense of primary instruction. They demonstrate the growing demand for advanced instruction and point out the need of greater financial assistance for the schools. This need will be met in part by the higher assessment of land values; but an expenditure of funds greater than can thus be provided will be necessary, if the schools are to be taken care of properly.

The actual number of American employees in the Bureau on December 31, 1916, was 467, a decrease of 22 from 1915, of 72 from 1914, of 148 from 1913, and of 200 from 1912. The

Teachers
and Their
Salaries.

number of Filipino Insular teachers on December 31, 1916, was 1,390, an increase of 120 over 1915, of 99 over 1914, of 158 over 1913, and of 248 over

1912. The number of municipal teachers on December 31, 1916, was 9,972, an increase of 1,081 over 1915, of 1,958 over 1914, of 2,376 over 1913, and of 4,019 over 1912. The average salary for municipal teachers for 1916, was ₱22.42, an increase of ₱0.37 over 1915, of ₱1.08 over 1914, of ₱1.17 over 1913, and of ₱2.49 over 1912. The average salary for Insular Filipino teachers was ₱55.88 for December, 1916, a decrease of ₱0.44 over 1915, but an increase of ₱5.11 over 1914, of ₱5.57 over 1913, and of ₱6 over 1912. The average salary for American teachers was ₱231.08 for December, 1916, an increase of ₱13.93 over 1915, but a decrease of ₱0.76 over 1914, and of ₱0.43 over 1913.

Perhaps no figures are more striking and more valuable, than

Attainments
of Filipino
Teachers.

those which indicate the rapid improvement in the attainments of Filipino teachers, as shown in

the following table:

| Year. | Grade IV and under. | First year to fourth year. | Above fourth year. |
|--------------|---------------------------|-------------------------------------|--------------------------|
| 1909-10..... | 564 | 2, 082 | ----- |
| 1910-11..... | 370 | 2, 837 | ----- |
| 1911-12..... | 178 | 2, 855 | 89 |
| 1912-13..... | 96 | 3, 271 | 251 |
| 1913-14..... | 78 | 5, 104 | 341 |
| 1914-15..... | * 64 | 6, 237 | 468 |
| 1915-16..... | * 36 | 7, 790 | 616 |

* In recent years the teachers with low academic attainments have generally been special instructors in industrial work.

The decrease in the number of teachers of primary attainments, the increase in those of first-year attainments, and the gain in high-school and college graduates, indicate the steady progress made in raising the qualifications of the teaching staff.

This is evidenced also by the number of Filipino teachers who passed the junior teacher examination during each of the past four years as follows:

| | |
|------------|-----|
| 1913 | 90 |
| 1914 | 66 |
| 1915 | 76 |
| 1916 | 127 |

In the civil service examination for senior teacher, which was held in June, four Filipinos qualified. Among these, Rogerio Lagman, who is blind, passed at the head of the list.

Normal institutes were held as usual in every province except Bukidnon, during a four-week period from June 12 to July 7, 1916. The usual vacation assembly was held at Manila for five

weeks, there being an attendance of 696 teachers. Instruction was given to Filipino teachers who specialized in certain phases of industrial work and who later taught these in the division normal institutes of their own provinces. The total attendance at the institutes was 8,500, ninety per cent of which was present on the first day. The total number of instructors was nearly 1,000.

A three weeks' course for Filipino supervising teachers was given in the vacation assembly at Baguio. School administration, special methods and recent developments in education, industrial instruction, and school accounting, were stressed. Conferences of one week's duration each were held for supervising teachers, for industrial teachers, and for principals and teachers. The division superintendents' convention lasting one week followed the series of conferences. At all of these gatherings, free and open discussions were held on many of the perplexing problems which daily confront school administrators and teachers; obscure points were clarified and many policies were given definite shape.

ACADEMIC INSTRUCTION.

The improvement of academic instruction, especially in the primary grades, is one of the most important problems that confront the Bureau of Education at the present time. As a means to this improvement, more emphasis was given to English. At the last superintendents' convention it was decided to reduce the time for industrial work in the primary grades by 20 minutes, and to devote the period so gained exclusively to conversational English. Results justified the change. Since language

Vacation
Assembly
at Manila,
Normal
Institutes.

Vacation
Assembly
at Baguio.

Academic
Instruction
in Primary
Grades.

expression is so closely related to the mental processes, drill in English gives a more general intellectual stimulus than training in any other subject.

The following were important factors in the improvement of academic instruction in the primary grades during the past year:

**Factors in
Improving
Academic
Instruction.**

1. The new primary course of study, which has been in the field for more than a year, is worked out in greater detail than any previously issued. The suggestions to teachers regarding methods to be used in securing results in primary instruction have proved helpful. They clearly reflect the belief that the approach to a language must be through speech and not through reading. By keeping the speaking vocabulary ahead of the reading vocabulary, greater success is obtained.

2. The publication, "Suggested Daily Programs for Primary Grades," was an invaluable aid in the organization of primary classes. This pamphlet shows how classes may be organized so as to secure a logical sequence of subjects, and a just apportionment of time.

Where properly organized and conducted, the two-division program proved of great assistance to teachers and pupils. Under it, the work of the preparation periods is closely related to that of the periods spent with the teacher, and the pupils are given an opportunity to acquire habits of independent study.

3. Dramatization of stories proved to be an important means of stimulating interest in academic work among primary pupils. The stories serve as a basis for conversational English, and they help in no small degree to improve spoken and written English in provinces where story telling and dramatization have been taken up.

4. In several divisions a larger number of teachers were reached and more information concerning methods was conveyed to them through the "visiting days" than through any other agency. On these days, one of the best teachers in a municipality is selected to serve as a model instructor for one day, and the other teachers of the same grade are permitted to dismiss their classes in order that they may observe the model instructor, under the supervision of the principal and the supervising teacher. After the class has been dismissed, a period is devoted to discussion. This offers opportunity for an interchange of ideas and comment on the strong and weak points in the teaching observed. These meetings give the teachers a definite idea as to what is expected of them, stir them to greater effort, and arouse much enthusiasm.

5. The vacation assembly at Manila and the provincial normal

institutes have played an important part in advancing academic instruction. The policy of selecting only such teachers to attend the vacation assembly at Manila as are needed for instructors in the provincial normal institutes, has brought good results.

6. The use of automobiles greatly increased the effectiveness of supervision by division superintendents and resulted in a real economy. Figures submitted by the division superintendent for Occidental Negros show that he traveled 991 kilometers more in 1916 when he had an automobile than during 1915 when he had none, and that the actual cost of transportation was ₱192.35 less. In Bohol, travel by automobile enabled the division superintendent to do one third more inspectional work, while the expense of transportation was approximately the same as in previous years.

Three of the greatest needs in the improvement of academic instruction are: (1) Closer supervision, (2) a better trained corps of teachers, and (3) more supplementary readers.

Need for
Further
Improvement.

1. Effective supervision can be achieved only when supervising teachers and principals devote little time to office routine and give much attention to the essentials of classroom work. Although decided improvement has been made during the past year, in most divisions the amount of time spent in office work is still entirely too great. This is especially the case in provinces where there are large districts in which a number of assistant supervising teachers are required to send all reports and communications through the supervising teachers. In order to secure better results in this particular, it is believed necessary to reorganize a number of districts. Experience has demonstrated that greater effectiveness can be obtained by reducing the size of the districts and assigning some of the assistants to take full charge of these smaller districts, thereby eliminating the assistant supervisorships altogether. At the present time too many of the assistants, who are generally the best trained and most highly paid Filipino teachers in the service, are used in a great measure as clerks attending to routine office work.

It is noted that as a rule more satisfactory results were achieved this year in provinces to which academic supervisors had been assigned. It is planned to use more of such supervisors during the next school year, especially in large divisions.

2. It is evident that a better trained corps of teachers can be obtained only by making the tenure of position more secure and by offering adequate salaries. With this in mind, an effort is being made to obtain additional funds for salaries of municipal teachers.

3. Another essential to progress in academic work in the primary grades is the securing of adequate supplementary readers. It is planned to supply these readers for the coming year if funds will permit.

THE COURSES OF STUDY.

The introduction of specialized courses of study early in the school life of the pupil is one of the characteristics of the Philippine system of public education. While the primary course, except for variations in industrial work and adaptations to meet

**Differentiation
in Intermediate
and Secondary
Courses.**

the needs of some of the more primitive peoples, is the same for all, differentiation begins in the fifth grade and continues throughout the three intermediate grades. No increase in the number of intermediate courses is anticipated; in fact, the business course is now offered in only one school, and the teaching course is declining in importance owing to the increasing number of teachers of secondary attainments who are available for appointment. Further differentiation in the intermediate grades, then, will consist of the introduction of new work in the courses already established. A movement in this direction has been started in the trade course, where a plan to extend the work in building is under consideration.

Up to the opening of the school year 1916-17, the only specialization in secondary courses was that offered by the Insular schools. In June, 1916, a four-year normal course was introduced in six provincial high schools for the purpose of giving prospective teachers a training more adequate than that to be had in the teaching course of intermediate grade. This new course will be extended to a few other large high schools within the next few years, provided there is a demand for it, and provided suitable arrangements for its effective organization can be made. For the school year 1917-18, commercial courses are planned in one or two provincial schools located in centers of sufficient commercial importance to create a demand for employees who have had business training. Steps were taken with a view to extending to two years, the one-year secondary courses in agriculture now offered in the Central Luzon Agricultural School. Differentiation in the work of a few secondary schools is now practicable, since they have reached a size which makes specialization economically possible.

The only change effected in the primary course was the reduction of the time given to industrial work in each of the four primary grades by twenty minutes a day, and the assignment

of this time to conversational English. It was believed that this step, while providing time needed for oral English, would not seriously interfere with industrial instruction; and results have sustained this view. The published primary course of study was more closely followed during the past year than ever before, and results have consequently been better. Because of the large proportion of primary graduates, who, contrary to the early expectations of this Bureau, continue in the intermediate grades, the further simplification of the primary course must receive very careful consideration.

**Changes in
Primary and
Intermediate
Courses.**

The changes made in the intermediate courses during the year include the requirement that in all three grades twenty minutes daily be spent in conversational English, the restoration of geography in the fifth grade, and the introduction of music and writing in the sixth grade. The first change is accounted for by the growing belief in the importance of oral work; the second, by the failure of the plan of giving fewer subjects in the fifth grade in order to secure better results in English branches, and by the desire to equalize the difficulty of the work of the three intermediate grades; and the third, by the latter reason, and by a recognition of the need for further instruction in music and writing.

Work has been begun on the preparation of rather complete outlines of the intermediate courses of study, and it is planned to have them ready for the 1917-18 school year. They will include both the contents of the courses and some suggestions regarding methods of presentation. The most important change proposed is the reduction in the amount of grammar and the substitution of oral and written composition for the material eliminated. A rather extensive revision of the work in arithmetic is also contemplated. The excellent results obtained from the recent publication of the primary course of study in a more complete form, lead this Office to believe that similar outlines will have a like effect upon the efficiency of instruction in intermediate grades.

The proportion of intermediate pupils enrolled in the several courses of study varies considerably from year to year. Due to more exacting requirements for the conduct of the teaching course and to the organization of a secondary normal course in six high schools, the pupils in the teaching course in 1916 were less than one half the number in 1915.¹ The number of girls in the house-

**Enrollment
in Special
Intermediate
Course.**

¹ September enrollment figures are used in all of these comparisons.

keeping and household arts course increased 30 per cent over 1915 and 100 per cent over 1914. The farming course showed an increase of 16 per cent, which is a smaller advance than desired; but the rate of gain is higher than that in the intermediate enrollment, and it is as great as can be expected with the present funds and facilities available for offering agricultural education in the intermediate grades. The trade-course enrollment was no larger than in 1915, and there will be no great increase in the future, since the schools now in operation supply the demand for trade instruction. The unusually large increase in the general-course enrollment, 36 per cent, was partly due to the transfer of pupils from the teaching course. In accordance with the policy of introducing at least one special course in every intermediate school and of emphasizing housekeeping and agriculture, the numbers of pupils in the farming course and in the housekeeping and household arts course will continue to increase faster than the intermediate enrollment.

The most important change brought about in the regular secondary work was the adoption of a new course of study in English. This lessened the material for intensive study in order to provide more time for oral work, greatly

**The Secondary
Courses.**

extended the outside reading material, made magazine reading a requirement in each year, introduced library work in the first year, and provided for the use of a manual on English composition prepared by teachers in the Philippine Normal School. A syllabus of the course in economic conditions in the Philippines was prepared, and the subject, while retaining its practical nature, was made to include more definite instruction in the fundamental principles of economic theory. A syllabus also helped to make the course in biology more effective.

In addition to these changes in the regular secondary work and to the introduction of the special secondary normal course mentioned above, three new four-year courses and a two-year course

**Higher Entrance
Requirements
in Special
Schools.**

were inaugurated in the Philippine Normal School in June, 1916, when the requirement for admission was raised to the completion of the first year.

The new courses provide for differentiation in academic subjects, industrial work, domestic science, and physical training. Some changes are planned in the courses offered in the Philippine School of Commerce for the coming school year, when the requirement for admission will be the completion of the first year. The new admission regulations will, it is believed, result in improving the effectiveness of both of these institutions.

PROMOTION AND RETARDATION.

Some of the main causes of the retardation and elimination of pupils were split sessions, overcrowded classes, unfavorable school environment, defective classroom instruction, and inadequate supervision. On account of the great number of pupils seeking admission and the lack of facilities to care for them, it was necessary in certain places to have teachers devote one half of their time to one set of pupils and the other half to another set. In many cases they had from 80 to 90 pupils each under their charge. In some schools there was a lack of suitable desks; in others, an insufficiency of blackboards. These deficiencies combined to make a great deal of work far from satisfactory, although year by year the standard of instruction has been raised. At the present stage of development of the school system, organization and administration do not require so large a part of the time of supervisory officials as they did heretofore. Consequently, during the past year greater emphasis was placed on the improvement of classroom supervision.

**Causes of
Retardation and
Elimination.**

**Progress
Made.**

In spite of the fact that school standards have been considerably raised, there has been an increase in the percentage of pupils promoted. The most noticeable progress has been in the lower grades, especially in the first grade. Certain improvements have been effected through the assignment of the more competent primary teachers to the first grade, the publication of a more complete course of study, the constant emphasis of supervisory officers upon the necessity for teachers to prepare their recitations, and the fixing of weights to be given class standing in the fourth grade. There is still much to be desired, and this office recognizes the matter of promotion as one of the recurring problems that must constantly be met.

Since the promulgation of the requirement that a pupil must secure a rating of not less than 75 per cent in the English subjects in order to be promoted unconditionally, there has been

**Investigations
of Failures
Due to English.**

considerable criticism of the rule. Investigations into failures due to the ruling have been made in some school divisions, notably in the Philippine Normal School, Manila Schools, Iloilo, Pangasinan, and Tayabas. The data secured show that out of 8,025 pupils in the fourth grade, only 160 or 2 per cent failed on account of this ruling. In general no more failures are due to the requirements in English than in other subjects. The figures showing the total number of pupils, the number of failures, and the per-

centage of failures due to this requirement, are given below for the different grades and years of the intermediate and high schools in the above-named divisions.

| Grade. | Total. | Failures due to English requirements. | Percentage. |
|------------------|--------|---------------------------------------|-------------|
| V..... | 4,493 | 880 | 9 |
| VI..... | 3,257 | 168 | 5 |
| VII..... | 2,132 | 145 | 7 |
| First year..... | 1,417 | 44 | 3 |
| Second year..... | 712 | 14 | 2 |
| Third year..... | 470 | 8 | 2 |
| Fourth year..... | 387 | 6 | 2 |

In response to a criticism to the effect that native dialects instead of English should be the medium of instruction in primary schools, a series of investigations was conducted. The first one of these consisted in giving in the second, third, and fourth grades of the Manila Central School, composed mainly of American children, an examination prepared by their teachers, and then giving the same examination to the Filipino children of corresponding grades at the San Andres School. Later, an examination prepared by the San Andres teachers was given to the same pupils at both schools. The average made by the Central School children was 90 per cent, while that made by the San Andres school children was 87 per cent, thus showing rather conclusively that the Filipino children were not losing much by studying in English. The slight loss indicated by the 3 per cent difference in grades, was certainly offset by the advantage of acquiring familiarity with a foreign language.

An arithmetic test, modeled on a standard test used in the United States, was held in all provinces. The object was to show the development in arithmetic from grade to grade, and also to give a basis for comparison between the work in the Philippine Islands, and that in the United States. The results were very satisfactory, and the standings of Filipino children compared favorably with those of American children who took the same tests in many cities of the United States.

TEXTBOOKS AND PUBLICATIONS.

Several changes in texts were decided upon or made effective during 1916. A new primary geography prepared by Division Superintendent H. S. Townsend and Mrs. E. J. Marshall was adopted, subject to certain conditions; and it is expected to have the new books on hand at the beginning of the next school year. Two manuscripts for an

intermediate geography were presented for adoption, but no decision regarding them was reached before the close of the year. The new text, "Hygiene and Sanitation for the Tropics," Ritchie, which replaces the two books formerly used, and lays increased emphasis on hygiene, will be ready by June 1917. Copies of the new text, "Practical Lessons in Tropical Agriculture, Books Two and Three," Clute, were distributed to the field early in the past school year. If funds permit, it is planned to furnish primary schools with supplementary reading books in 1917. New texts in Philippine History and Philippine Government are needed, and a committee has outlined the material that they should contain. In the secondary courses a new text in United States History will be tried. "English Composition, A Manual for Use in Philippine Public Schools" became a text when its use was prescribed in the new course of study in English.

The following publications were printed for the Bureau of Publications. Education by the Bureau of Printing:

Reprints:

Commercial Geography.—The Materials of Commerce for the Philippines, Miller.

Housekeeping.—A Five Weeks' Course for Teachers.

Intermediate Gardening.

School-Ground Improvement.

School and Home Gardening.

Primary Course in Writing.

Revisions:

Embroidery.—A Manual for Use in Philippine Public Schools.

Phonics.—A Five Weeks' Course for Teachers of Primary Grades.

New:

Sixteenth Annual Report of the Director of Education.

English Composition.—A Manual for Use in Philippine Public Schools.

Philippine Craftsman, Vol. IV.

Agricultural Clubs for Filipino Boys and Girls.

Four follow-ups for agricultural-club members.

Arithmetic test papers.

In addition to the general instructions, general circulars, technical bulletins, and memoranda planotyped in the General Office and distributed to the field, the following special publications were issued:

Special Publications.

A Course of Study in English for High Schools.

Bulletin No. 44.—Libraries for Philippine Public Schools: Books and Pictures for Primary Grades, and Books and Pictures for Intermediate Grades.

Economic Conditions in the Philippines.—A Syllabus for the Use of Teachers and Students.

Course of Study in Biology.—A Syllabus.

Geography Outlines for Grades V and VI.

The Philippine Craftsman was continued in a slightly enlarged form. The increased space devoted to local news notes and the emphasizing of one phase of industrial instruction in each issue, were new features of the current volume.

The publication of a periodical of current events, the Philippine News Review, was undertaken by a private firm at the suggestion of this Office, which arranged to pay for a number of copies to be distributed to teachers and pupils. Two four-page issues a month are printed throughout the school year. This publication furnishes news of the Philippines and the world at a price that places it within the reach of practically everyone. It has been welcomed by teachers and pupils alike, and many have subscribed to it.

For the past few years, high schools have vied with each other in issuing expensive annuals. In some instances the cost of these has exceeded ₱3,000. In many cases ₱1,500 were spent on the annual where the total value of the school library did not amount to that figure. It was felt that the results obtained did not warrant such expenditure and, moreover, that hardships resulted to parents, whose pride in the achievements of their children precluded their refusal to contribute. Instructions were issued to the effect that no annual might be printed at a total cost of more than ₱500, and that no pupil should be allowed to contribute more than ₱3.50 toward the expense of publication.

SCHOOL LIBRARIES.

The year 1916 was notable for the increased emphasis placed upon the establishment and extension of school libraries. The Director of Education announced at the vacation assembly at Baguio that it was his aim to establish as rapidly as possible, a library of at least a few carefully selected books in every school whether primary, intermediate, or secondary; and this plan has been carried out generally.

The most significant feature of the movement has been the purchase of books for primary schools. Heretofore, most high schools and many intermediate schools had creditable libraries, but in the primary schools, books other than the few texts used, were usually absent.

Reports show the existence of 41 high-school, 245 intermediate, and 465 primary libraries. To these, 20,848 books were added during the year. This represents a gain over 1915 of 2 high-school, 92 intermediate, and 328 primary libraries.

In seeking to establish and extend libraries in the schools, the Bureau of Education has realized that these will serve the teachers and pupils in a double capacity. In addition to furnishing information and entertainment, they will serve as a medium through which the pupils may become more familiar with English. From reading, the child naturally becomes accustomed to the sentence order, the idiom of the language, the use of verbs and prepositions, and the meaning of words and phrases.

Many school libraries extended their influence to include the entire community. Through the coöperation of the Board of Public Welfare, one school in each province had the opportunity

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| Coöperation. Board of Public Welfare. | to secure financial assistance upon condition that it spend ₱100 for approved books and that the library be thrown open to the public. Thirty-three schools met the conditions imposed, and received the financial assistance agreed upon. School libraries had already begun to serve the community in a number of places, but the help rendered by the Board gave a great impetus to the movement. |
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The chief aim in making the school libraries community libraries, is to serve ex-students who have found it necessary to become wage earners before completing their education. Many of

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| School Libraries Open to Public. | these boys and girls are ambitious, and would gladly go on instructing themselves if opportunity were offered. It is the purpose of the Bureau of Education to help these young people to help themselves. The number of such persons using the school libraries increased by 131 per cent during the year. |
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In a number of divisions steps were taken to establish professional libraries for teachers. In a few provinces it was definitely required that all teachers read a certain number of

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| Teachers' Reading Course. | books on subjects related to their work. Teachers undoubtedly read more educational periodicals during the past year than ever before, but there is still room for improvement in the amount of their professional reading. |
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Work on the revision of Bulletin No. 44, "Libraries for Philippine Public Schools" was begun early in 1916. Two sections,

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| Library Bulletin. | "Books and Pictures for Primary Schools" and "Books and Pictures for Intermediate Schools," were sent to the field, and the section for high schools is in process of preparation. The bulletin contains carefully compiled lists of books suited to different grades, as well |
|----------------------|--|

as directions for the organization and management of libraries. Its use is rapidly eliminating the purchase of books not suitable for the readers.

In the Philippine Normal School library, an exhibit of children's books was established. This was made possible largely by the contributions of various publishers. The exhibit is for the benefit of all persons interested in the subject of children's reading, but it is particularly designed for the use of Normal-School students at the regular and vacation assembly sessions.

Plans for the future include a further extension of library work. With improved shipping facilities, it is hoped that book orders can be filled more rapidly, and also that a more complete stock of pictures and books will become available in the local market.

INDUSTRIAL EDUCATION.

Inspection reports from all divisions, comment from observers both within and without the Bureau, and the testimony of the people themselves, indicate that industrial courses which are designed to effect direct betterment in the homes, are exerting a profound influence in raising the standard of living. The field has had some difficulty in meeting all requirements for these courses.

Perhaps the most serious problem arises in connection with the conduct of fourth-grade classes in household arts. Cooking necessitates the purchase of fairly expensive equipment, and the work in housekeeping requires a special building. While these two subjects are not yet taught in every fourth grade, the standards set for them by the Bureau are gradually being met. In the intermediate grades, housekeeping and cooking, as a rule, are on a proper working basis. Intermediate sewing, however, is not yet satisfactorily outlined, but regulations with respect to it will soon be issued.

The requirement that each girl take plain sewing throughout the primary grades is being met, in spite of the difficulties of financing the course and of supplying trained teachers. It is often necessary for a male teacher to handle the first, second, and even third grades in plain sewing, besides giving instruction in work with hard or soft strips, gardening, and one commercial industrial course. In general, these men perform their duties satisfactorily, many of those trained in normal institutes being particularly successful in plain sewing.



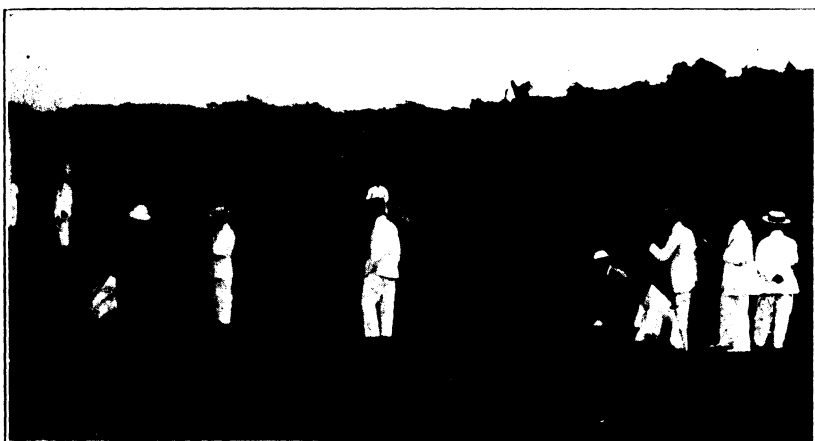
Continuation class constructing a bridge under the direction of a craftsman instructor from the Navy Yard. Intermediate School, Olongapo, Zambales.



Schoolboys making concrete fence posts, Tigbauan, Iloilo.



Class in bench work at the Philippine School of Arts and Trades, 1916.



A surveying class, Philippine School of Arts and Trades.

Boys in the third grade are taught typical Filipino forms of basketry before they are allowed to attempt export forms. This instruction has been of great practical value, especially in sections where

**Native
Basketry.**

baskets are imported.

The course in bamboo-rattan furniture is very popular in regions where wood is scarce. In many towns it has already resulted in the household manufacture of bamboo-rattan chairs and tables for sale.

**Bamboo-rattan
Furniture.**

The regulations of the Bureau of Education with respect to courses in which salable articles are produced, are comparatively easy for the field to meet. These not only finance themselves,

**Courses on a
Commercial
Basis.**

but also provide for other school activities and bring considerable pocket money to pupils. From the first to the seventh grade inclusive, 150 to 320 minutes a week are prescribed for such work. The results in each division are capable of fairly accurate calculation, since the industrial product of the schools is now merchandised through the General Office where it is subject to careful inspection. Statistical reports on Forms 80-84 are helpful, for they show both the courses and the designs taught, and they enable superintendents to compare results with respect to districts, towns, and schools.

The total value of products from all trade schools decreased materially during the year 1915, but the figures for 1916 are about the same as for 1914. This is not due to a general in-

**Output of
Trade Schools.**

crease in production, but rather to an enlarged output from several trade schools which did not make much of a showing during 1915. Increases are usually noted in newer schools such as the one at Zamboanga. The decreases are found in old established schools which have probably filled the local demand from government institutions. These trade schools should now give greater attention to orders from private parties. A report concerning the output of the various trade schools and provincial school shops, which is based on Provincial Form No. 158-A appears in the appendix, Table No. 17.

The expansion of commercial industrial work necessitated the issuance of a great number of blue prints, and a total of 16,130 were distributed among the various provinces before the opening of schools in June. Folders containing one each

Folders.

of every basketry design were sent to all provinces, and from time to time additional designs were issued. Plant folders begun in 1913 were finally finished

and sent out, thus making botanical data concerning the principal Philippine industrial plants available for reference in each division.

At the beginning of the year Bureau of Education designs were thoroughly revised in order to meet commercial demands.

Many were eliminated, while 123 basketry and miscellaneous designs were originated. The printing of detailed directions on all blue prints is securing that uniformity which is so essential in commercial production. Fourteen designs for bamboo-rattan furniture and 128 for wooden furniture were redrawn, all measurements thereon being changed from the English to the metric system.

Seventy-five new embroidery designs and a large number of lace patterns were issued. In all, 6,568 perforations and 16,135 lace sheets were made and distributed. The perforations required a great deal of work, but in most cases they reached the field on time. This Bureau accepted orders for nearly 200,000 yards of lace consisting of valenciennes, torchon, and cluny, in new designs.

A number of artisans were selected from among the teacher pensionados at the Philippine Normal School for employment at the General Office. These were kept busy working out new ideas, perfecting division designs, and making models so that the Museum might contain at least one of every design now in use. Models were also supplied to divisions which required them.

The passage of Act No. 2629¹ by the Third Philippine Legislature gave the Director of Education authority to market industrial products; to establish centers where groups of workers should be assembled for the production of handicraft articles; also, through division superintendents, to exercise administrative control over provincial industrial departments organized by the provincial boards.

In compliance with the provisions of the act, the General Sales Department was organized as a part of the Industrial Division of this Bureau. It commenced operations on August 9.

The provincial industrial departments were instituted primarily as intermediate agencies, since the immense amount of work required in the organization and administration of the actual working centers could not be handled by the General Sales Department direct. Funds needed for the purchase of materials and for the payment of workers immediately upon the completion of articles,

¹ For text of the act see appendix.

were required to be provided locally. In accordance with authority granted in Act No. 2629, sixteen provinces have appropriated a total of ₱25,700 for such purposes.

The problem presented in the formation of household industrial centers throughout the provinces, was chiefly one of organization. After the abolishment of the old Sales Agency in 1915, groups

**Household
Industrial
Centers.**

of workers made repeated requests for guidance, but only since August has this Bureau been in a position to assist them. By the close of 1916 it had established in 20 provinces, 123 centers with 3,762 workers. In Bulacan, 24 embroidery centers with 450 workers were organized during the same period. With one exception, these are headed by graduates of the School of Household Industries.

Upon the organization of the industrial centers, it was decided that the work of the School of Household Industries could best be conducted in these centers under the direction of its graduates.

**Closing of the
School of
Household
Industries.**

The school was therefore closed on December 19, 1916. When it was established in 1912, young women attended from all parts of the Islands; later entire groups were brought in from particular towns. Under the present system the instruction is taken to the provinces, and the expense of bringing workers to Manila is done away with. Among the 800 graduates of the school are many young women who have received intermediate or secondary training. Most of these are competent to organize and conduct household centers in embroidery. By putting them in charge of the work, the Bureau is making its industrial propaganda much more effective at a considerably reduced expenditure.

The institution of provincial industrial departments made it necessary for this office to assist division offices by assigning its traveling industrial force to the supervision of household centers.

**Increased
Industrial
Supervision.**

There were 25 traveling industrial teachers during the past year, and there will be 40 for the year 1917. The personnel is drawn from the more successful teachers in the public schools, graduates of the School of Household Industries, and graduates of the Philippine School of Arts and Trades.

The new industrial activities have generally met with success. A list showing those provinces in which industrial departments

**Success of
the New
Activities.**

have been organized, their respective appropriations, the number of household centers organized, and the total number of workers, may be found in the appendix, Table No. 19.

When the General Sales Department was organized, the divisions had on hand stocks of industrial products from the previous school year. Orders were placed for everything of a salable nature. The divisions responded immediately, and the wholesale storehouse was soon filled.

**Disposal of
Products.**

The Sales Department disposed of practically all of the products either through wholesale channels or through the retail salesroom. Two hundred and twenty-one orders valued at ₱156,596.03 were taken from 57 merchants. The goods disposed of direct to purchasers in the provinces after January 1 and prior to the establishment of the General Sales Department on August 9, brought ₱17,400. The value of articles purchased from the provinces by the General Sales Department and actually paid for between August 9 and December 31, 1916, was ₱28,052.73, making a total of ₱45,452.73 for the year's sales. The Bureau of Education now deals only with concerns established in the Philippines.

The Bureau surcharge approximates 10 per cent on wholesale transactions and 40 per cent on retail sales. It is not intended that the surcharge shall be sufficient to offset all of the expense in connection with the General Sales Department. The purpose is not to make a profit for the department, but to establish industries. As soon as centers anywhere are placed on a self-sustaining basis, the Bureau will no longer expect to handle their business.

Profit.

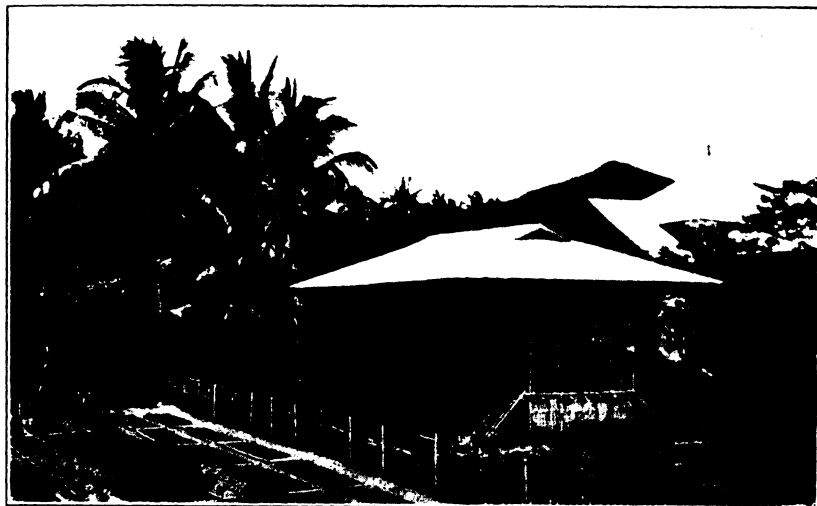
The Retail Salesroom in Manila was formally opened on August 9. From that date until December 31, 1916, goods turned over to it were valued at ₱8,669.45, wholesale, and at ₱13,104.46, retail. The total sales during the period amounted to ₱6,318.15. Goods substantially the same as those which are demanded by the trade in the United States are most easily disposed of in the Retail Salesroom. Small mailable articles are very much in demand.

**Retail
Salesroom.**

The General Sales Department was established at a most opportune time. Conditions in Europe had brought American buyers to the Orient. Nevertheless, the Bureau is taking into consideration the fact that the time will come when the industries now being organized by it must compete with those of Europe.

**European
Competition
Anticipated.**

The matter of securing the removal of the tariff on linens and linen thread coming into the Philippines received attention. In



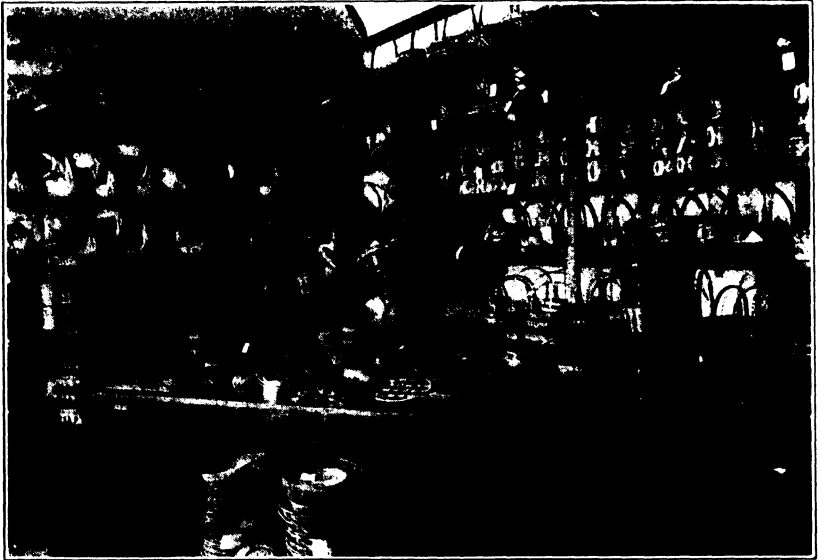
Domestic-science building at Jagna, Bohol, 1916.



Old and modern devices being used in the bread making class at the Leyte High School.



Embroidery center at Balanga, Bataan.



School-made baskets in the provincial salesroom, Cebu, Cebu.

normal times embroiderers here are at a disadvantage in comparison with workers in the linen producing countries. These get their materials free of heavy freight charges and commissions, and without the payment of duty. Since linen is not a product either of the United States or of these Islands, the power to remove the duty lies with the Philippine Legislature. It is hoped that favorable action will be secured, as Philippine workers will otherwise be placed under a serious handicap when European competition is renewed.

**Tariff
Provisions.**

The tariff provision which admits all Philippine products into the United States free, provided that 80 per cent of the value represents Philippine work, has been a great help to the industry of the Islands, as a 60 per cent duty is imposed on goods of other origin. But on products in which more than 20 per cent of the value represents foreign material, the duty must be paid. This makes an almost prohibitive charge on some articles such as dinner napkins. Efforts have been made in the United States with a view to securing a modification of the tariff regulation which affects such goods.

The present demand for lingerie and hats, which are the handicraft articles now most important in Philippine exports, can not continue indefinitely. When these articles cease to bring a reasonable remuneration, the workers should be prepared to apply their skill where it will bring a proper reward. For this reason proficiency should be developed in as many different forms of production as possible. The Bureau is therefore paying attention to lingerie and hats only in localities in which their production is already well established, and it is attempting to interest the people of other sections in new work. Most success has attended the efforts to encourage the making of torchon, Cluny, valenciennes, and real filet laces, table linens, crochet, and articles of basketry, all of which have been produced in the schools for a good many years. The making of slippers, coir doormats, utility baskets, brushes, brooms, hand-wrought jewelry, and braided mats, is also being promoted.

**Diversification
of Work.**

There is in the Philippines an immense potential labor power which merely requires direction and encouragement to produce salable articles in great quantity and variety. In the commercial phase of its work, it has been the special endeavor of the industrial division of this Bureau to supply this guidance.

AGRICULTURAL EDUCATION.

The past year was one of marked progress in agricultural education. There was a steady development of all work at the Central Luzon Agricultural School at Muñoz, Nueva Ecija, and the scope of its activities in the secondary vocational courses was enlarged. The school now has under cultivation 160 hectares on a 657-hectare farm which is equipped with necessary modern machinery. Important features of the work are a series of demonstrations in rice culture, and active coöperation with the Bureau of Agriculture in the production of selected seed rice. During the year the student and teacher pensionados in agriculture were transferred from the College of Agriculture, University of the Philippines, to this school. This step made it possible to conform their instruction more closely to the plans of the Bureau, and to include in their training a greater amount of agricultural practice.

Actual farm development was greatly extended at the 77 schools which have as central features the successful management of productive farms of from 5 to 40 hectares. In primary and intermediate schools the quantity and the quality of garden work were improved, more attention being given to the securing of returns in the form of harvested products. The making of home surroundings more attractive by the proper use of lawns, vines, trees, and ornamental shrubs, received the emphasis which its importance merits. Considerable attention was given various activities designed to make pupils assume certain home responsibilities as a part of their school work.

The extension work of previous years, which had included home gardening, arbor-day celebrations, garden days, and food campaigns, was further developed by the organization of boys' and girls' agricultural clubs. These clubs continue to emphasize the special features of the corn campaign; and in addition, contests in fruit growing, pig raising, poultry raising, and gardening, are conducted. The club activities consist in the accomplishment of a definite amount of real work, and are an integral part of the industrial requirements of the schools. They make it possible to adapt agricultural instruction more closely to individual home conditions by offering a wider range of activities from which the pupil may choose. Since the idea is popular with teachers, parents, and



Schoolboys filing the saw in the lumber mill at the Central Luzon Agricultural School.



Modern machinery used in threshing rice, Central Luzon Agricultural School.



A pure-bred Berkshire hog and grade hogs, Central Luzon Agricultural School.



Profits in gardening—Pupils of the Bayombong Provincial School marketing garden products, 1916.

pupils, there is every reason to expect such satisfactory results from these new undertakings as are now being secured in home gardening, corn growing, and garden days, all of which have been important extension features for several years. It is estimated that 300 clubs with a membership of 4,000 boys and girls were organized during the year.

Garden days numbering 2,324, many of which were veritable agricultural fairs, were held during the year. There was a remarkable improvement in the quality of the products displayed

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| <div style="border-left: 1px solid black; padding-left: 5px;"> Agricultural Exhibits. </div> | as well as a notable increase in the number of farmers who exhibited products. The largest of the agricultural exhibits was held in connection with the Manly Agricultural Cup Contest which is an annual competition for the three Bicol provinces. The 1916 exhibit showed great improvement over those previously held. |
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An entirely new feature of garden work was the keeping of the Pupil's Daily Record in Gardening. The proper use of this publication, of which 30,000 copies were in the hands of pupils

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| <div style="border-left: 1px solid black; padding-left: 5px;"> Pupil's Daily Record in Gardening. </div> | during the year, will give much needed instruction in keeping records and will aid in estimating the value of the labor expended in production. |
|---|---|

Pupils will incidentally receive valuable training in neatness, penmanship, arithmetic, and English.

The completion and distribution to the field of Books II and III, Practical Lessons in Tropical Agriculture, Clute, met an

| | |
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| <div style="border-left: 1px solid black; padding-left: 5px;"> Practical Lessons in Tropical Agriculture. </div> | urgent need for suitable texts in Grades VI and VII of the Course in Farming. These texts aim to correlate instruction given at school with farm |
|---|--|

life as the graduate must live it.

The nursery at the Lumbatan Agricultural School was so developed during the year as to make it possible to distribute 50,000 coffee seedlings to Momungan colonists and Moro farmers,

| | |
|--|---|
| <div style="border-left: 1px solid black; padding-left: 5px;"> Special Features. </div> | in the endeavor to rehabilitate the coffee industry of that section of Mindanao. Other special features of the year's work were the completion of |
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new buildings at the San Carlos Farm school, and the establishment of many schools for teaching practical farming in Mindanao. There is a successful herd of range cattle at Mailag, Bukidnon. Farm schools were opened at Odiongan, Romblon, and Cabagan, Isabela. Land was acquired and new agricultural-school projects are nearing completion at Lagangilang, Ilocos Sur, and Trinidad, Mountain Province.

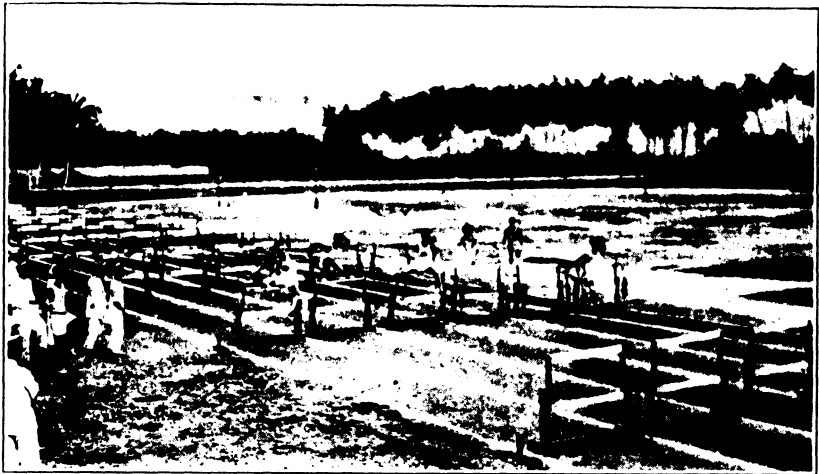
The growth of the agricultural activities of the Bureau is Progress Made. partly shown by the following figures:

| | 1914-15 | 1915-16 |
|-------------------------------|---------|---------|
| Number of — | | |
| School gardens | 3,290 | 3,545 |
| Home gardens | 45,689 | 48,432 |
| Agricultural schools | 4 | 6 |
| Farm schools | 8 | 10 |
| Settlement farm schools | 47 | 63 |
| Garden days | 1,423 | 2,324 |
| Cultivated area (hectares): | | |
| Agricultural schools | 226 | 258 |
| Farm schools | 53 | 53 |
| Settlement farm schools | 112 | 189 |
| School gardens | 541 | 626 |
| Enrollment: | | |
| Agricultural schools | 384 | 612 |
| Farm schools | 1,142 | 1,482 |
| Settlement farm schools | 2,448 | 3,806 |
| Gardening | 54,029 | 66,117 |
| Home projects | 43,869 | 54,080 |

The scheme to better agricultural instruction and to provide facilities for giving actual farm practice to a greater number of boys and girls in the intermediate grades, will for several years be closely allied with the problem of securing the necessary funds; therefore, the need for financial support has been brought to the attention of all bodies having control of the disbursement of public funds. It is desired that the school gardens be increased in number and size, and that one or more provincial farm schools be established in each province. At present there are in operation ten such schools and two projects are pending. In three or four additional institutions, the agricultural work ought to be extended so as to include successful crop production. These special schools should be of the same type as the Central Luzon Agricultural School, which both duplicates and extends the training given in the provincial farm schools.

PHYSICAL EDUCATION.

Several years ago, athletics for every pupil became a slogan of the Bureau of Education. The ideal thus expressed was achieved much sooner than expected, and further efforts have necessarily been limited largely to keeping up the work already begun. That previous standards are being maintained is indicated in the reports of division superintendents, which show that 95 per cent of all pupils in the public schools are taking part in some form of athletics.



A closely contested hurdle race at the East Visayan Meet, Zamboanga, December 19 22, 1916.



Calisthenics at an Antique School.



Parade of athletes competing in the Annual Interscholastic Meet held in Manila, February, 1917.



Ginatilan indoor baseball team that walked from Alegria to Barili, a distance of 55 kilometers, in order to attend the Provincial Athletic Meet, Cebu.

The established athletic program consists of baseball, track and field work, calisthenics, and group games, the latter being especially adapted to interclass competitions. In these games, separate schedules are conducted for boys and for girls. They are participated in by all pupils who are physically fit and who do not belong to regular baseball or track teams.

Place in
Curriculum.

The most popular game for either boys or girls, is indoor baseball. It is now played in the remotest communities, not only in the Christian provinces, but also throughout Mountain Province and the Moro country. The girls' indoor baseball team from Oroquieta, Misamis, Department of Mindanao and Sulu, is one of the strongest teams in the Islands today. The demand for indoor baseballs is so great that the local dealers in athletic goods find it difficult to keep a sufficient stock. One Manila sporting goods firm recently found it necessary to cut down 300 baseball bats, in order to supply the demand for those of proper size for indoor baseball. The game of volley ball is, next to indoor baseball, the most popular for group competitions.

Spread of
Indoor
Baseball.

In the more specialized forms of athletics, excellent results have been obtained. As far back as 1913, it was commonly thought that it would be long before established records could be bettered, but during the past three years practically all of the 1913 track and field records have been broken. In the 1916 Interscholastic Track and Field Meets, new records were made in the pole vault, high hurdles, half-mile relay, discus throw, and 100-yard dash.

Track and
Field.

Indicative of the popularity of baseball and the hold that it has on the people, is the fact that there were over 6,000 paid admissions at the opening games of the Manila Interscholastic Athletic Association on October 14, 1916. In the public schools there are 1,555 uniformed and completely equipped baseball teams, all of which are engaged in keen competition. Games between the school teams of neighboring towns have become the big features of the annual local festivals. Everywhere with the younger generation, baseball has supplanted the questionable public amusements of the past.

Popularity
of Baseball.

The first recognized school swimming meet was held on October 7, 1916, by the Manila Interscholastic Athletic Association.

Under the auspices of the Bureau, provincial contests were also held in order to secure material for the selection of the all-Filipino team which is to represent the Islands in the swimming events at the Far-Eastern Championship Games. The javelin throw has been tentatively included among the recognized forms of school athletics, owing to the fact that it also is included in the list of events for the games at Tokyo.

The playground movement, recently inaugurated, was given encouragement and financial support by the Board of Public Welfare. One hundred pesos were granted to each province on condition that a like sum be expended in the purchase of equipment suitable for public use. Blue prints of playground equipment were prepared by the Philippine School of Arts and Trades, and these have been distributed to all provinces. The city of Manila secured the services of an experienced playground director who has already trained a group of teachers to assist him in the work.

The recommendations made by the committee on physical education at the superintendents' convention for 1916, were given very careful consideration and most of them were put into effect.

Among these were the granting of a credit of 1 per cent on the general average of pupils who have done regular and systematic work in athletics, who have been faithful and regular in their participation in athletic events throughout the year, and who have been able to make the provincial team and take part in an inter-provincial contest. As an alternative, 5 per cent may be added to the average in any single subject in which the student is deficient. Under similar conditions, 2 per cent may be added to the general average of any student who is selected to represent the Bureau of Education in the open meet at the Philippine Carnival, or who represents his province in the Carnival inter-scholastic meet.

Permission was secured from the Governor-General to collect a fee of ₱1 from every intermediate, and of ₱2 from every secondary pupil, all or a part of the sums secured to be used in defraying the athletic expenses of the different schools.

Rules governing athletic transfers were changed so that a pupil who transfers from one division to another, may not, in athletic contests, represent the school to which he transfers before he shall have attended such school for a full semester, unless an unqualified athletic transfer is given by the former division superintendent, or

unless the course in which the athlete is enrolled is not offered in the province in which he last attended school.

The physical-culture program of the Bureau of Education has been justified by results. The young people in the public schools enjoy better health than those who do not attend. The latest

**Athletics
and Health.**

report submitted by the Senior Inspector of Schools, Philippine Health Service, indicates that athletics have been an important factor in decreasing the number of cases of tuberculosis among pupils. Also, largely on account of the improvement wrought by the schools, the physical and mental requirements for entrance into the Philippine Constabulary have been considerably raised.

The Superintendent of the Medical Division of the Philippine Constabulary in a memorandum to the Director of his Bureau dated May 9, 1916, said: "After examining and keeping a record of more than 1,000 enlisted men, I firmly believe that the Filipino is a much larger man physically than he was eight or nine years ago, due no doubt to athletic training the younger generation has been and is receiving in the primary, intermediate, and high schools of the Islands."

The great aim in the athletic program of the Bureau of Education is being realized. That aim has at all times been to build up a more vigorous race by providing properly supervised and well chosen forms of physical exercise for all of the 600,000 pupils enrolled in the public schools.

THE HEALTH OF SCHOOL CHILDREN.

During the year, the Bureau labored to promote the health of school children by methods previously adopted, and through new activities. Features of the health campaign were instruction

**Activities
to Promote
Health.**

in hygiene and sanitation; the distribution of publications of the Philippine Health Service and the Anti-Tuberculosis Society; the program of physical education, consisting of calisthenics, group games and athletics, and the employment in a few divisions of school nurses.

The Bureau coöperated with officers of the Philippine Health Service in the conduct of a systematic medical inspection of school children. Inquiries were made into living conditions at

**Medical
Inspection.**

the homes of pupils, particularly in Albay, Nueva Vizcaya, Pangasinan, and the Philippine Normal School. Supervising teachers and health officers investigated diseases of the teeth, lungs, glands, and skin. Principals and supervising teachers observed the pupils for physical defects such as skin eruptions, and reported cases to parents and to medical officers.

In July when there was a slight outbreak of cholera, instructions for taking proper precautions against the spread of the disease were prepared by the Health Service. These were incorporated in a circular of this Bureau which was read and explained in all classes throughout the schools. At Hagonoy, Bulacan, the temporary use of the central-school building as a cholera hospital was authorized. In a letter of thanks for this assistance, the Director of Health concluded: "The failure to secure a suitable building for a hospital, as there appears to have been no other available in Hagonoy, would have seriously handicapped our efforts to control the small epidemic existing there."

At Manila a rather extensive dental inspection of pupils was carried on. A free dental clinic was established by the Board of Dental Hygiene at the Meisic Primary school. The number of dental examinations has been more than 2,000 for each month since the establishment of the clinic on July 5. The total number of dental operations from July to December was 1,484. Pupils were furnished with toothbrushes and tooth paste free. The only financial support for this work is a donation of ₱25 per month from the Board of Public Welfare. Supplies are secured through private contributions, and services are given by the Dean of the Dental College of the University of the Philippines and by dental students.

Provincial-school nurses are employed in Cavite, Laguna, and the Department of Mindanao and Sulu. Arrangements were made for the employment of four school nurses in the city of Manila, and of one school nurse at the Central Luzon Agricultural School.

The object of the Bureau is to conserve the health of pupils; and the efforts of school officials are meant to supplement, not to supplant, the work of health officers.

PUBLIC WELFARE.

Considerations of public welfare as well as the immediate benefit of pupils, determine the activities of the Bureau. Fairness to the many taxpayers whose children cannot enjoy the privileges of the schools, ~~dictates the stressing of~~ the social elements of education. Even the primary course of study is made to conform to this need, in the emphasis placed on geography, civics, social ethics, and hygiene and sanitation.

~~The industrial program has also been determined with reference to the needs of the community. Not every boy makes a~~



Two active members of an agricultural club with their selected hens and cocks, Mogpog, Marinduque.



School dispensary work, Zamboanga.



Clean-up week at home.



Constructing buildings with volunteer labor in preparation for garden day, Dingras, Ilocos Norte.

garden of his own after leaving school, but it was early found that school gardens were imitated at many homes. This led to the introduction of home agricultural work as a school requirement, and to the organization of clubs whose members undertake definite agricultural projects. Pupils belonging to the agricultural clubs which have been organized during the school year, are expected to do all the required industrial work on their home projects, except that they may be called on to do such other work as is necessary to keep the school premises in proper condition. These clubs aim at economic development, the greatest present need in the Philippines.

**Industrial
Work.**

The settlement farm schools for both pagans and "remontados" become nuclei of orderly farming communities. Five thousand five hundred homesteads have been taken up in the locality of the Central Luzon Agricultural School, since its establishment in 1909. This school exerts an influence in many provinces, and through its graduates is a powerful agency in the economic regeneration of Mindanao and Sulu.

Farm Schools.

Carpentry aims at better homes for the people. Simple joinery, especially in split bamboo, has for its object the betterment of household furniture. The woodworking courses look to the ultimate profitable exploitation of the forestry resources of this country. The purpose in giving all of these subjects is the development of a body of intelligent citizens, whose skill as artisans will make them assets to the community.

Carpentry.

Training designed to insure better homes and better kept families, is given most emphasis in the industrial work for girls. Other instruction for girls has for its aim the promotion of home manufactures. The original purpose for which the school of Household Industries was organized five years ago, is being realized in the fostering of industrial centers chiefly under the management of its graduates.

**Household
Industries.**

Not only the course of study, but also the less formal school work, has been shaped in accordance with the public-welfare ideal. Probably no other thing has contributed more strongly than school play to the breaking down of petty class distinctions in this country. The play instinct and the natural desire to excel are utilized to this end. School children join in games without regard to the social distinctions of their parents. In the sports of more advanced school life, each student soon learns that he must stand upon his own merits. The girl who cannot pitch suc-

School Play.

cessfully will be taken out of the box, and the boy who cannot hold the ball will be taken off first base, without even a thought of social standing. This is of the very essence of democracy.

Athletic meets have been among the greatest forces in bringing the people together and in breaking down petty sectionalism. Through the schools, the unifying power of athletics has penetrated to the remotest corners of the Archipelago. The time has passed for contestants to regard their opponents as enemies, and the meets are diffusing a feeling of fellowship in ever-widening circles. As a culmination, the Far-Eastern Championship Meet completely nationalizes all of the athletic activities of the Islands. It is this unifying influence, as much as the physical benefit of pupils, which justifies the amount of attention that is devoted to athletics in the public schools.

The Bureau is now taking steps to secure the better equipment and the more general use of school playgrounds. These measures, and the improvement of libraries and the extension of their use to others than pupils and teachers, are the chief steps thus far taken toward making the public school a neighborhood social center. Both of these movements have been generously supported by the Board of Public Welfare.

One of the features of the extension work of the schools consisted in sending lantern slides of 100 views of the Panama-Pacific International Exposition on a regular schedule to such municipalities as had facilities for exhibiting them. Along with the slides was sent a lecture, which increased the interest created by the display of the pictures.

Several responsibilities of social import have been imposed by law upon members of the Bureau of Education. Among these are the civico-educational lectures and participation in the fight against locusts. Division superintendents are members of provincial locust boards in their own districts, and whole schools turn out to exterminate this costly pest. A keen contest in which essays were written on social topics has just been closed by the Board of Public Welfare. It will make a new stock of lectures available for civico-educational purposes. Members of the Bureau have also coöperated with the Board in the better-babies contests that promise so much for the welfare of the new generation. Women's clubs devoted chiefly to promoting the welfare of little children, are coming into existence in many municipalities, largely through the initiative taken by municipal women teachers.



Titania under the spell of Oberon.

Scene from the Shakespearian given by members of the class of 1917, Philippine Normal School.



The death of Tybalt.

Scene from *Romeo and Juliet* as given by Manila High School students.



Provincial-school orchestra, Romblon.

The piano was purchased with pupils' funds.

COÖPERATION.

One of the most gratifying features of the year's work was the cordial coöperation existing among the Bureau of Education, other governmental units, and the people themselves. Sometimes

**Bureau of
Agriculture.**

this mutual assistance was rendered in the continuation of work begun in previous years, and again it was applied to new endeavors. The agricultural coöperation activities of the Bureau were particularly effective. The Bureaus of Education and of Agriculture collaborated in demonstration work, and the people responded to these joint efforts. A great many municipalities loaned land for school gardens, and in numerous instances the people themselves assisted in their cultivation. Schools distributed a large number of seedlings among the people without cost, and they gave eggs of pure-bred Cantonese chickens in return for the loan of sitting hens. At Muñoz, improved Berkshire hogs were exchanged for the native variety kilo for kilo, thus aiding in the elimination of low-grade hogs. Schoolboys and the people of communities united in carrying out large irrigation projects. Public highways were improved by the planting of trees raised at the schools. Last year 40,000 fruit trees were distributed from school nurseries and set out on home lots.

The Bureau of Forestry detailed a number of its officers to visit the most important schools of the Islands, that they might give all possible aid in establishing school nurseries and in setting out trees for firewood and for the improvement of roadsides and plazas. Limited quantities of seeds of teak, molave, lumbang, ipil-ipil, and tuai were furnished, and rangers secured large numbers of narra cuttings for the schools within their districts. The Bureau of Education assisted in the distribution of circulars of the Bureau of Forestry. In the Philippine Craftsman, it has published articles by members of the Bureau of Forestry, on methods of felling, sawing, and seasoning timber, and on the identification of Philippine woods.

**Bureau of
Forestry.**

Recognizing that the Bureau of Education is one of the best mediums for the dissemination of information, the Bureau of Lands furnished the Bureau of Education with several hundred primers explanatory of the Public Land Act. Teachers and pupils were frequently called on to explain the provisions of the act to settlers on the public domain. Surveys of school sites made by the Bureau of Lands have expedited the issuance of titles. The class in surveying at the Philippine School of Arts and Trades

**Bureau of
Lands.**

is taught by an experienced surveyor detailed by the Bureau of Lands, and by the regular instructors of the school.

The Manila schools frequently send teachers to the industrial division of the Bureau of Prisons, where, working with prisoners, they acquire proficiency in bamboo and rattan work in order that they may teach these courses in the intermediate schools. In exchange for this service, each afternoon a regular teacher instructs women prisoners in fine needlework and in some of the other subjects of the primary course.

**Bureau of
Prisons.**

The Bureau of Science supplied eggs of silkworms to the Batac Farm School, and there are now over 100 homes in Ilocos Norte where sericulture is being conducted. Free admission to the Aquarium was granted to the school children and teachers of Manila, and thousands of pupils visited it. The identification and classification of industrial fibers was carried out by employees of the Bureau of Education with the assistance of members of the Bureau of Science.

**Bureau of
Science.**

The Bureau of Supply coöperated in the extension of household industries established under the provisions of Act No. 2629, by stocking industrial supplies in accordance with estimates and requests submitted by the Bureau of Education.

**Bureau of
Supply.**

The prompt construction of a large number of standard-plan school buildings at a minimum cost, was made possible only through the interest taken in this work by the engineers of the Bureau of Public Works. This Bureau also erected a number of school buildings of special design, and assisted greatly in securing water rights for many farm schools.

**Bureau of
Public Works.**

The Executive Bureau was helpful to the Bureau of Education in enlisting the support of provincial officials in the celebration of garden days; in the recognition of Arbor Day by proclamation; in requesting provincial boards to provide for provincial farm schools; and in appointing committees to organize and conduct the provincial swimming meets.

**Executive
Bureau.**

The best instance of collaboration between the Philippine Health Service and the Bureau of Education was in the building of a concrete model house at Mariveles. Newly invented shingles and slabs of concrete were used in this construction. The shingles are made from a composition of cement, sand, and rice husks, reënforced with woven bamboo. The work of making them was taken over entirely by the school children at Mariveles under the direc-

**Philippine
Health Service.**

tion of the naval quarantine officer. The two Bureaus have assisted one another in the handling of the better-babies contests, in the vaccination of pupils, in the construction of sanitary outhouses for schools, and in the medical inspection of pupils.

The Philippine Library issues cards to teachers, granting special privileges in respect to the use of books. It is arranging to send out traveling libraries to be largely under the control of the secondary schools, until such a time as provincial libraries are established.

The coöperation between this Bureau and the Board of Public Welfare is close. The better-babies contests were financed in part by the Board of Public Welfare; and the propaganda, examinations, and distribution of prizes, were carried out through an effective working arrangement between the officials of the Bureau of Health and those of the Bureau of Education. The Board of Public Welfare gave liberal assistance to school libraries and playgrounds which are open to the public. Besides this, it granted ₱1,000 in prizes for the best essays suitable for use as civico-educational lectures. Clean-up Week which was inaugurated by the Board of Public Welfare received the usual support of this Bureau.

Parents frequently assist the schools by fencing and plowing the grounds, by building and repairing schoolhouses, by lending tools and animals, by supplying seeds, and sometimes by furnishing kilog and rattan for basketry. They also aid in industrial work by sending in garments to be made up or mended, and by purchasing articles. The school sewing machine is often used by the community. The schoolhouse is thrown open for the holding of occasional dances and public gatherings, and it is the meeting place of coöperative agricultural societies.

A most economical feature in the property administration of the Government during the past year has been the exchange or the transfer without cost, of property which is no longer of service in one Bureau to another Bureau where it can be used. The most noteworthy example of such action was the transfer of the Trinidad Experimental Station at Baguio, with all buildings and about 11 hectares of fertile soil, from the Bureau of Agriculture to the Bureau of Education. The farm is now being used in giving agricultural instruction to boys of the Baguio Industrial School.

Movable property to the value of approximately ₱40,000 came to the Bureau of Education. The Bureau of Printing transferred to the Bureau of Education a steam engine and boiler

which are of great value in the new Trade School plant, and this Bureau transferred to the Bureau of Prisons a small engine which was no longer needed. Property to the amount of ₱138,000 was transferred to the provinces, thus relieving the General Office from a great deal of responsibility, and making the officials directly concerned more closely accountable. By such transactions, property that would otherwise be condemned and destroyed or sold at a nominal price to private parties, is retained in the Government service to good advantage.

INSULAR SCHOOLS.

The aim of the Philippine Normal School, the training of young men and young women for service as teachers in the public schools, remains the same; but the courses of study are being constantly revised to keep pace with ever changing field conditions. Four-year courses are offered with majors in academic subjects, in industrial work, and in domestic science. In addition to these, a two-year course in physical education and an advanced course for supervising teachers and principals, were approved. The completion of the first year of secondary work was fixed as the minimum entrance requirement for all of the new courses. However, persons with more than two years of actual experience as classroom teachers who wish to continue their studies, may matriculate in the Normal School. Under the new schedule, an entrance salary of ₱60 a month is provided for graduates of the four-year courses.

Methods of instruction have not changed materially; but lantern slides and the cinematograph are being used to a greater extent in the teaching of physical geography, commercial geography, history, economics, and conversational English.

The year 1916 was an especially full one at the Philippine School of Arts and Trades. A class of 67, the largest on record, was graduated in March, and the enrollment for the year, 931,

Philippine
School of
Arts and Trades.

was heavier than ever. Substantial progress was made in shop work and in athletics. During the summer vacation, the new shop building was completed and the entire equipment was moved to it from the old shop buildings, which were remodeled to provide additional classrooms. The new quarters have added greatly to the efficiency of the school, from the standpoints both of education and of commercial production. The new building is 140 meters long and 30 meters wide. Its total cost including the power plant and new equipment was ₱285,000.

The Government exhibit building for the 1917 Philippine

Carnival was erected by Trade School boys who completed an ₱8,000 building in a day and a half less than the allotted time of one month, and at a cost ₱1,500 less than estimated.

The aim of the Philippine School of Commerce is to fit young men and women of ability and worth to occupy responsible positions in the commercial and official world. Bookkeeping and

stenography are the major subjects now taught.
 Philippine School of Commerce. About 64 per cent of the students are enrolled for stenography, but they also study bookkeep-

ing and business practice as minor subjects. During the past year about 30 per cent of the students in the day classes earned all or part of their expenses. Between June and December, 25 per cent of the 1917 class in stenography left the school to accept satisfactory positions, continuing their studies in the night classes. For the school year 1917-18 the requirements for entrance have been raised from the completion of the intermediate course to the completion of the first year of the secondary course.

The Philippine Nautical School, in spite of its removal from a satisfactory location in the former sales-agency building to very inferior quarters at the old trade-school building, suffered

little if anything in efficiency by the change.
 Philippine Nautical School. Owing to a shortage of ships, no new students were enrolled this year; but the attendance in

the second-year class was steady and the work entirely satisfactory. It is hoped that by the opening of another school year, the Nautical School will be permanently and properly housed.

Of the 18 members of the graduating class of 1915, thirteen are occupying positions as second or third officers on interisland boats, three have licenses but no berths, one has given up the work, and one is dead, having gone down with the "Rio Pasig." The class of 1916 was also composed of 18 graduates. Sixteen of these are serving apprenticeships on interisland steamers, one has died, and only one is reported as not having secured a position.

At the Central Luzon Agricultural School the attendance increased from 300 to 400. Many improvements in administration were effected. A students' council was organized, ten or

more boys from any one province being allowed
 Central Luzon Agricultural School. to choose one representative. Separate dormitories were erected for boys from various prov-

inces. The number of student farmers who till land for the cultivation of which they alone are responsible and who are furnished animals and equipment, increased from 20 to 120. These work by provincial groups, each having a tract set aside for its

members. Such a group, besides having its own dormitory, has houses for cattle, hogs, and poultry. In addition to special courses for secondary students, a course for teacher pensionados in which they are given definite training in carrying out the agricultural program of the Bureau of Education has been added. A first-class road, which makes it possible to reach the school from Manila by automobile in a period of not over six hours, was completed in August, 1916.

Decided steps were taken toward increasing and improving the industrial product of the Baguio Industrial School. In addition to the course in woodworking, carpentry, and cabinet-making, a course in gardening was instituted. All of the fifth-grade boys were given agricultural work on the new farm, which was formerly the Trinidad Experimental Station of the Bureau of Agriculture. The first year of the secondary course was added to the curriculum. It is planned ultimately to develop this school into a large normal school where the best Igorot pupils will be given special training for service as teachers among their own people, emphasis being placed upon agricultural instruction.

There are 63 pupils enrolled in the School for the Deaf and the Blind, the numbers of deaf and of blind being about equal. The building is very much crowded and ten applications have been denied this year because of lack of room. Favorable reports of the work have spread throughout the Islands, and it is no longer necessary to seek pupils. Every deaf boy who has left the school is now self-supporting, three being employed in the Bureau of Printing. One blind graduate has become a telephone-switchboard operator.

SCHOOL WORK AMONG THE NON-CHRISTIAN INHABITANTS.

The isolation of most non-Christian communities accounts to some degree for the fact that all agencies of the Government have been comparatively slow in reaching them. In the past year the Philippine Legislature provided the sum of ₱258,000 for educational work in the non-Christian country, inclusive of Mindanao and Sulu, in addition to funds usually set aside for the purpose. This gave a great impetus to the work, and the organization and administration of schools among non-Christians have been brought into greater conformity with the general policy and standards of the Bureau of Education.



Elizabeth, an Igorot teacher, instructing mothers, Atok, Mountain Province.



The phonograph in use at the Bua girls' school, Mountain Province.



A group of princesses from Sulu.

These girls entered the government dormitory at Jolo last August. Moros of the highest rank have heretofore been opposed to the education of their daughters.



The same girls dressed in uniforms made by themselves as a part of their regular school work. Miss Rodrigo, matron of the dormitory, is in the center.

A number of additional settlement farm schools have been established, as this type of school has been found to be the most valuable agency for educational work among the non-Christians. Besides elementary reading, writing, and arithmetic, practical farming methods and essential handicrafts such as weaving, have been given special attention.

**Settlement
Farm Schools.**

There were in March, 1916, 283 schools where non-Christian pupils were enrolled, an increase over March, 1915, of 104. Eighty of these schools were in Mindanao and Sulu. The non-Christian enrollment for 1915-16 was 16,418, an increase of 6,527. Of these, 3,268 were in Agusan and Bukidnon, 4,498 in Mountain Province, 4,845 in Mindanao and Sulu, 3,520 in Nueva Vizcaya, and the remainder in the Christian provinces of Antique, Cagayan, Isabela, Camarines, Ilocos Sur, Mindoro, Nueva Ecija, Palawan, Pangasinan, Rizal, Surigao, Misamis, Tarlac, Union and Zambales.

Enrollment.

A few years ago in the Mountain Province, the policy was to have a few large schools, usually of the dormitory type, located in the principal towns. While in this way better buildings and closer supervision were secured, a great number of people were not reached. The policy now is to have the schools distributed throughout the province, and as a result municipal and township councils have come to realize their responsibility toward them more fully. The people take a personal pride in the schools, and give them hearty support in almost every case.

**Mountain
Province.**

Industrial instruction is a recognized part of the school work. Among the courses taught are loom weaving, basketry, wood carving, and lace making. The transfer of the Trinidad Experimental Station from the Bureau of Agriculture to the Bureau of Education made it possible to introduce farming at the Baguio Industrial School. In June, a secondary normal course with an enrollment of 50 was organized in connection with this school.

Athletics and calisthenics received their just share of attention. During 1916 the first complete schedule of district and provincial meets was carried out.

In Nueva Vizcaya special emphasis was given to gardening, shop work, and the construction of concrete school buildings.

Nueva Vizcaya.

A beginning was made in the establishment of municipal playgrounds. The enrollment for 1915-16 was 3,520, a gain of 260 over that for 1914-15.

Increased effort and the assignment of more competent teachers, placed the schools of Agusan on a much more satisfactory footing, and developed a better attitude on the part of the people.

Agusan. The annual enrollment for 1915-16, was 3,492, a gain of 16 over the previous year. There is a

large agricultural school at Bunauan in Agusan, and 17 settlement farm schools are located in the division. All except two of these made great progress and showed a decided increase in production over the preceding year. Twenty-four school sites were surveyed in Agusan during the year by a Bureau of Education surveyor.

Bukidnon was made a separate school division on September 1, 1915. The people are scattered over a large area, and travel

Bukidnon. and transportation are difficult; but an encouraging advance in school work was made in 1916.

Twenty-two settlement farm schools were conducted; and their influence in bringing about better conditions of living, is apparent.

Progress was made in the work among the non-Christians of Camarines, Rizal, Antique, Mindoro, Nueva Ecija, Pangasinan,

**Non-Christians
in Christian
Provinces.** Surigao, and Tarlac. A number of new schools were opened in these provinces during the past

year. The provincial governments have taken particular interest in these schools, and have made liberal appropriations for their support.

A number of non-Christian pupils are enrolled in the sub-Province of Abra, Ilocos Sur. The annual enrollment for March,

Abra. 1916, was 361, an increase of 15 over March, 1915.

The provincial board of Ilocos Sur appropriated a considerable portion of the funds for non-Christians to the support of education. Nine teachers were paid from this appropriation.

The Villar Settlement Farm School for Negritos had a very successful year. There was an increase in the area cultivated

Zambales. and in the yield secured both by the school and by neighboring Negritos. The progress in academic work was marked. The influence of the school is felt

throughout the entire Negrito territory of Zambales.

**Department
of Mindanao
and Sulu.** The public schools of Mindanao and Sulu have been under the immediate administrative control of the Director of Education since January 1, 1915,

when the jurisdiction of the Bureau was extended to the Department by Executive Order No. 111, series 1915.

Since the control of this Bureau was established, 323 Filipino teachers have been brought to the Department from Luzon and the Visayas. Of the 134 who came during 1916, three were graduates of the College of Agriculture, 18 were former students of that institution, while 64 were graduates of the Central Luzon Agricultural School. These young men have had practical training that fits them for assignment to settlement farm schools. They are qualified to superintend the construction of temporary school buildings and teachers' cottages, and to conduct the operations required on small farms.

When the first teachers were assigned two years ago, many of them were afraid to go to the more remote stations. But none of them has been molested, and teachers now accept their assignments to even the most isolated stations without complaint. Their fortitude and perseverance have been notable.

The full benefits from the labors of these teachers will not accrue for many years. They will be manifest only when the pupils who are now in school shall have become the leaders of their own people. Tangible results have already been secured in the closer union of all elements of the population, and the disappearance of that attitude of hostility and suspicion which was so apparent a few years ago.

A boys' dormitory was established for the pensionado students attending school in Zamboanga. Forty-one pensionados were appointed to the Zamboanga schools, of whom 32 were Moros, seven were Christians, and two were Bagobos from Davao. The Moro boys are sons of influential datos and headmen.

Division superintendents carried on a vigorous campaign to acquire land for new schools, and to provide adequate grounds for those already established. The reconnaissance which was made of the Department, resulted in the definite location of a large number of sites in the most remote Mohammedan and pagan communities. Effective assistance was given by provincial and Constabulary officials, and by representatives of the Bureau of Lands. The number of standard sites which had been surveyed in each division by March, 1916, was as follows: Cotabato, 16; Davao, 43; Lanao, 2; Sulu, 22; and Zamboanga, 3.

**The Teaching
Force.**

Morale.

**Results
Being
Secured.**

**Scholarship
Students.**

**Buildings
and Sites.**

Thirteen dispensaries in charge of graduate nurses have been opened in the Department. These are an integral part of the school system, and the nurses often handle academic classes besides performing their special duties. This work is very much appreciated by the people, as trained medical attendance has never before been available to them. Last year 22,808 treatments were given.

One or more agricultural schools were established in each province. Most of these are of the settlement farm type. They have dormitory facilities, sites of from 60 to 100 hectares, and a force of from five to eight teachers including special instructors in agriculture.

During the past year plants to the number of 221,209 were propagated at eight of the larger schools. Among these were breadfruit, cacao, coffee, durian, inogug, jack fruit, lanzones, lemon, lumbang, macopa, mango, marang, orange, pomelo, and ornamental plants.

The attendance for the past three years has been as follows:

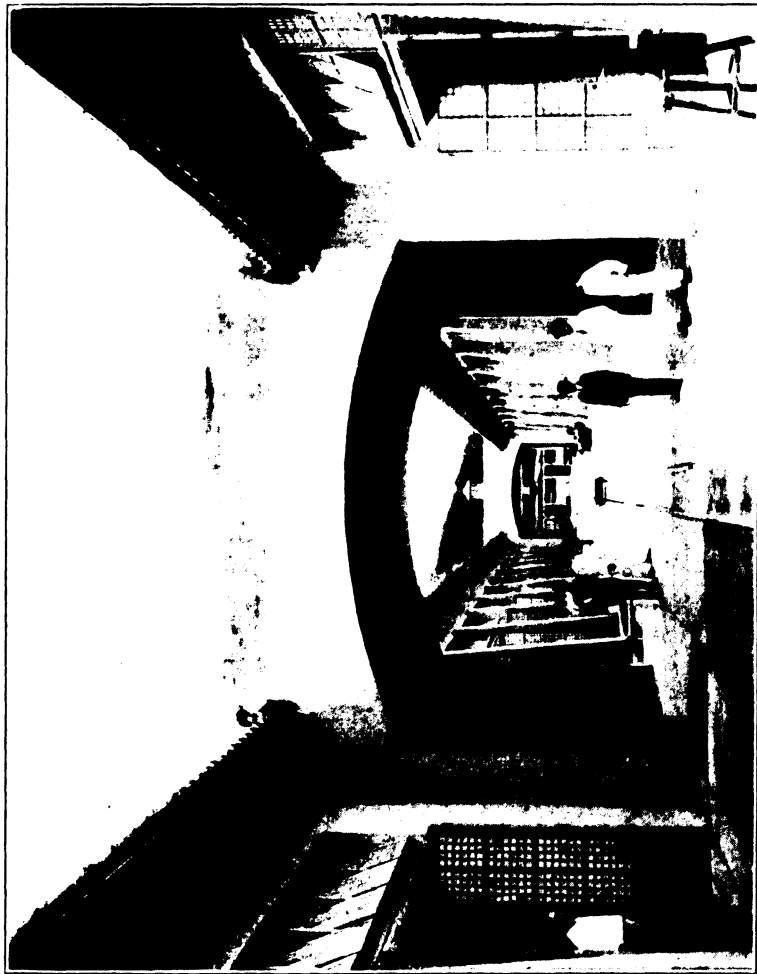
| | Christian Filipinos. | Moham- medans. | Pagans. | Others. | Total. |
|--------------|-------------------------|-------------------|---------|---------|--------|
| 1913-14..... | 5,468 | 2,292 | 812 | 149 | 8,721 |
| 1914-15..... | 6,768 | 2,674 | 751 | 202 | 10,595 |
| 1915-16..... | 6,680 | 3,401 | 1,289 | 206 | 11,575 |

Athletics have been promoted. Vinta racing was taken up with satisfactory results at all schools located on the coast in the province of Sulu. Twenty-eight races were held.

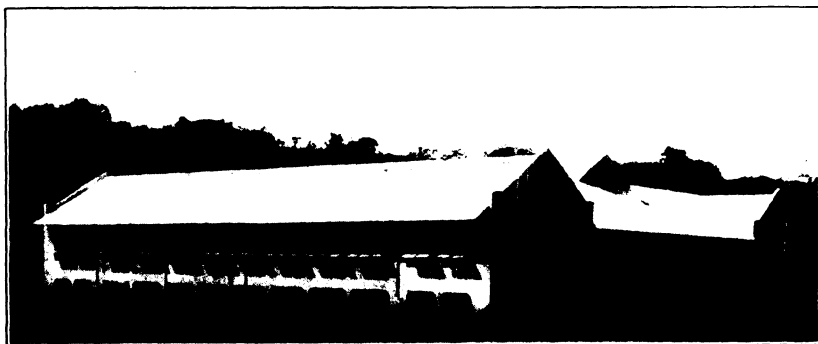
Much credit is due to Governor Frank W. Carpenter for his continuous efforts in behalf of the schools. By securing adequate appropriation, and by administrative measures, he has been responsible to a large degree for the maintenance and extension of the work of the Bureau in the Department of Mindanao and Sulu.

BUILDINGS AND GROUNDS.

During the past year a new classification of school sites was made. Area requirements were increased because experience had demonstrated that where there was a large attendance, the previous standards of a hectare for a central school and of half a hectare for a barrio school did not provide sufficient room. Under the new classification no distinction is made between central and barrio sites; but all are divided into first, second, and third class, depending



Inner court at the new building of the Philippine School of Arts and Trades.



Central-school building, San Fernando, Union.



Type of barrio school building where both material and labor are donated by the people.

on area and suitability. A first-class site must provide a minimum area of one half hectare for every 200 pupils or fraction of that number; it must be well drained, accessible, and afford facilities for athletics and gardening. A site deficient in any of these respects will be considered second class, except when it contains less than half the area required for a first-class site, in which case it will be placed in the third class. Where there are more than 800 pupils, a maximum area of 2 hectares may be considered standard. In the future, Insular aid for the construction of school buildings will be granted only when first-class sites have been provided.

At the end of the year 1916, there were 2,623 school sites reported as acquired. Of these 1,004 were first, 502 second, and 1,042 third class. Besides this, 265 hectares for the Mailag Agricultural School and 155 hectares for 14 settlement farm schools were surveyed in Bukidnon, and 308 hectares were surveyed for 22 settlement farm schools in Agusan.

Great progress has been made in the improvement of school grounds throughout the Islands. Five thousand pesos were spent on the central and high-school sites in Lucena, Tayabas, and
 Improvement of Sites. ₱1,500 from a pupils' fund was used to improve the athletic field at Pasig, Rizal. The Normal-School and Normal-Hall grounds in Manila were greatly improved by the judicious use of ornamental plants.

During the past year only ₱225,000 of special funds were appropriated as Insular aid for the construction of school buildings. Of this sum ₱25,000 was allotted to the San Carlos (Pangasinan) Farm School and ₱25,000 to the
 New Buildings. Central Luzon Agricultural School. This is a larger percentage of funds than has ever before been devoted to the construction of farm-school buildings. Twenty thousand pesos were allotted for the Bohol High School building in accordance with special authority embodied in the Appropriation Act. In all, the construction with Insular aid of 12 concrete buildings with 101 rooms, and 5 iron-roofed wooden buildings with 24 rooms, was authorized. This includes three projects financed in part from reverted unexpended balances of Gabaldon allotments. During 1916, sixty-one standard-plan concrete buildings were completed, the construction of the larger part of which was authorized prior to January 1, 1916.

A fine example was set during the year when the municipality of San Pablo, Laguna, without requesting Insular aid, appro-

priated ₱24,500 for a standard plan No. 10 concrete schoolhouse.

Buildings
Erected
Without
Insular Aid.

The building is now nearing completion. In Pangasinan where it is planned to construct a ₱150,000 provincial building, the province proposes to turn over the old government building to the municipality of Dagupan and to devote from ₱15,000 to ₱20,000 toward reconstructing it for the use of the central school. In exchange, the standard plan No. 20 central-school building will be given to the province for the use of the high school; an auditorium and laboratory will be added at a cost to the province of at least ₱15,000. A 14-room building in Samar and a 12-room building in Bohol, both of Pasig type, revised plan No. 20, were constructed for the use of provincial high schools. In Samar all funds were provided locally, although ₱27,384.60 originated under Act No. 1815, which specifies that Insular loans made prior to October 15, 1907, will be remitted if the province devotes a like amount to some permanent improvement approved by the Governor-General.

While it is believed that reënforced concrete construction is usually best for all large buildings, under some conditions, the use of local materials is favored. At Indang and Alfonso, Cavite, school buildings are being constructed of adobe stone and at Bauang and Luna, La Union, of Philippine hardwood.

COST OF EDUCATION.

Expenditures for education in 1915 amounted to approximately ₱7,430,243.90, a per capita cost based on population of ₱0.956, as compared with a per capita of ₱13.30 in the United States; of ₱0.27 in Java, of ₱1.01 in Formosa, and of ₱0.42 in the Federated Malay States and Straits Settlements.

Expenditures.

Revenues for the support of public schools were derived from four general sources; Insular, provincial, municipal, and contributions. The Insular appropriations for 1916 were as follows: Bureau of Education appropriation, ₱4,201,620; public works, ₱225,000; the Non-Christian Schools Act, ₱255,300 (principally for Mindanao and Sulu); and the Mindanao and Sulu appropriation of ₱225,000, making a total appropriation of ₱4,906,920 from Insular sources.

Sources of
Revenue.

The 1915 provincial appropriations among the regularly organized provinces amounted to ₱187,032.97, or 3 per cent of the total provincial income. These appropriations were mainly

for the construction, rental, and care of provincial-school buildings.

The statistics for 1915 show that, inclusive of the Department of Mindanao and Sulu, the sum of ₱2,131,714.86 accrued to municipal school funds from taxation, and transfers from general funds. It is estimated that during the school year, 1915-16, the sum of ₱351,863.19 was secured from voluntary contributions. Contributions may be taken up for schools only by permission of the Governor-General. During 1916, ninety-nine municipalities made requests for such permission. Sixty-seven of these were for the making of collections to support intermediate schools, twenty-four to construct buildings, five to support primary schools, two to acquire school sites, and one to erect a Rizal Memorial in Zamboanga. These requests clearly indicate the enthusiasm of the people for public instruction, as well as the paucity of regular revenues for the maintenance of schools.

The total amounts expended for public education in 1915 exclusive of the Department of Mindanao and Sulu were approximately as follows:

Primary course:

| | |
|--------------------------|---------------|
| Instruction | ₱4,509,312.00 |
| Texts and supplies | 460,782.00 |
| Administration | 695,189.00 |
| Total | 5,665,283.00 |

Intermediate course:

| | |
|--------------------------|--------------|
| Instruction | 899,466.00 |
| Texts and supplies | 86,324.00 |
| Administration | 59,720.00 |
| Total | 1,045,510.00 |

Secondary course:

| | |
|--------------------------|------------|
| Instruction | 565,912.00 |
| Texts and supplies | 12,505.00 |
| Administration | 11,007.00 |
| Total | 589,424.00 |

Expenditures under Act No. 2540 during the year amounted to ₱39,925.02 for equipment, ₱2,602,279.12 for salaries and wages, ₱411,198.97 for purchase of supplies, ₱614,500.00 for Insular aid to the provincial and municipal governments, and for miscellaneous current expenditures ₱428,759.02, a total of ₱4,096,662.13. Revertible income to the amount of ₱28,243.03 was applied against this expense, leaving a net expenditure of ₱4,068,419.10. The unexpended balance of ₱133,200.90 was reverted to the Insular treasury. In addition to these expenditures, books and supplies to the amount of ₱269,544.85 were

purchased and sold during the year. The sums used by the Insular Government since 1910 for current expenses have been as follows:

| Fiscal year. | |
|-----------------|---------------|
| 1910-11 | ₱3,721,966.49 |
| 1911-12 | 3,819,750.74 |
| 1912-13 | 3,868,400.96 |
| 1913-14 * | 2,331,031.92 |
| 1914 | 4,080,055.98 |
| 1915 | 4,174,106.54 |
| 1916 | 4,068,419.10 |

* 6 months' basis.

Exclusive of permanent improvements, the per capita cost of instruction based upon enrollment, for each of the three courses was as follows: Primary ₱12.58, intermediate ₱23.20, secondary ₱70.61. The striking increase in the cost of intermediate instruction over primary and of secondary instruction over intermediate, is due to the smaller number of pupils per teacher in the higher courses and to the large number of American and Filipino Insular teachers employed therein.

The average cost per pupil in the Philippines, based upon enrollment, was ₱14.20 whereas in Java it was ₱18.58, in Formosa ₱34.62, in the Federated Malay States and Straits Settlements ₱15.11, and in the United States ₱38.38.

The Insular Government in 1915 used approximately 15 per cent of its net income for the support of public education. It is doubtful whether a larger percentage of Insular funds should be requested, and it is still more doubtful whether a larger percentage could be granted. Meanwhile, however, attendance is increasing and the standard of instruction is steadily being raised. The average number of intermediate pupils in attendance for 1916-17 was 13 per cent more than for the preceding year, and the number of secondary pupils was 22 per cent more. Payments for permanent improvements have been met wholly out of current revenue.

These conditions make it impossible to increase the salaries of municipal teachers to proper figures, so that at present there are 350 teachers receiving less than ₱15 per month, while 4,787 more are receiving between ₱15 and ₱20 per month. It also makes it difficult to provide facilities for seating pupils. The survey made on this point during last October revealed the fact that 150,000 pupils were not properly seated. The growing demands upon public schools and the increasing standards of

instruction are evidenced by the fact that in the United States, from 1877 to 1912, the school average daily attendance increased 149 per cent, while school expenditures increased 570 per cent. In the Philippines since 1908, the average daily attendance has increased 72 per cent, whereas the school expenditures have increased only 15 per cent.

It is believed that the only adequate solution of this matter lies in the increase of local taxation for school purposes, or at least, in the granting of permission to municipalities to increase their taxes if they so desire. This will tend to obviate the continual appeal for Insular aid, will strengthen local interest in schools, and will allow progressive municipalities to provide themselves with a high grade of instruction.

**Local
Taxation
Necessary.**

Another plan which has been brought to the attention of the Legislature is that of setting aside for school purposes a certain portion of the provincial income each year. This is absolutely necessary if adequate provision is to be made for farm schools, domestic-science and household arts courses, complete secondary schools in each province, and normal and commercial schools in the larger and more centrally located provinces.

**Provincial
School Funds.**

In addition to these two plans, the matter of raising funds for the construction of school buildings by the issuance of bonds, should be most carefully considered. Bond issues would apportion the burden of paying for permanent improvements between the taxpayers of the present and those of the next generation, who will chiefly benefit by them. With a smaller percentage of the public revenues devoted to building, it would be possible to grant more satisfactory salaries to many municipal teachers.

Bond Issues.

The following legislation is needed for the successful development of the program of public instruction, and it has been recommended to the Philippine Legislature for action:

**Legislation
Recommended.**

1. A law enabling municipalities and provinces to increase either the land tax or the cedula tax, or to levy special contributions, for the sole use of the schools.
2. A law setting aside a definite amount of provincial funds exclusively for school purposes.
3. Insular aid for establishing provincial farm schools to be maintained at provincial expense.
4. The fixing of a minimum monthly salary of ₱20 for municipal teachers.

5. A number of amendments to the Administrative Code tending principally to define more clearly primary, intermediate, and secondary schools and to make the distinctions binding in all regular provinces, special provinces, the Department of Mindanao and Sulu, and the city of Manila; and to make general regulations for tuition fees in intermediate and secondary schools.

Respectfully submitted.

W. W. MARQUARDT,
Director of Education.



Library of the Intermediate School at Malabon, Rizal.

The vacant spaces on the shelves indicate that the books are made use of. One hundred and ninety-two pupils hold library cards.



Interior of library, Philippine School of Arts and Trades.

APPENDIXES.

APPENDIXES.

Appendix A.—BUREAU OF EDUCATION PERSONNEL.

Directing and supervising officers.

[December 31, 1916.]

W. W. MARQUARDT, Director of Education.^a

JOSÉ ESCALER, Assistant Director of Education.^b

LUTHER B. BEWLEY, Second Assistant Director of Education.^c

The general office.

| | |
|--------------------------|--|
| OLAF C. HANSEN..... | Chief Clerk. ^d |
| JOHN W. OSBORN..... | Chief of Academic Division. |
| WALLACE C. MAGATHAN..... | Chief of Accounting Division. |
| HUGO H. MILLER..... | Chief of Industrial Division. |
| JOHN R. JEFFERIES..... | Acting Chief of Property Division. |
| JOSÉ REYES..... | Chief of Records Division. |
| HORACE E. CUTLER..... | Managing Editor of the Philippine Craftsman. |
| NORTH H. FOREMAN..... | Inspector of School Gardens. |
| KENDALL E. ROBINSON..... | Inspector of School Buildings and Sites. |

SUPERINTENDENTS.

| Name. | Province. | Headquarters. |
|-------------------------------------|--|---------------|
| Clarence A. Belknap (acting)..... | Agusan..... | Butuan. |
| Thomas H. Cassidy..... | Albay..... | Albay. |
| Geo. W. Satterthwaite (acting)..... | Antique..... | San José. |
| Honorio Poblador (acting)..... | Bataan..... | Balanga. |
| George T. Shoens..... | Batangas..... | Batangas. |
| O. H. Charles..... | Bohol..... | Tagbilaran. |
| George C. Kindley (acting)..... | Bukidnon..... | Malaybalay. |
| Robert L. Barron..... | Bulacan..... | Malolos. |
| James C. Scott..... | Cagayan..... | Tuguegarao. |
| Benjamin Levin..... | Camarines..... | Naga. |
| Hoadley W. Beach (acting)..... | Capiz..... | Capiz. |
| R. G. McLeod..... | Cavite..... | Cavite. |
| Howard Long..... | Cebu..... | Cebu. |
| Hugh S. Mead..... | Ilocos Norte..... | Laosag. |
| Edward J. Murphy..... | Ilocos Sur..... | Vigan. |
| Chas. E. Wright..... | Iloilo..... | Iloilo. |
| Walter K. Perrett (acting)..... | Isabela..... | Iligan. |
| H. M. Wagenblast..... | Laguna..... | Santa Cruz. |
| Carl M. Moore..... | Leyte..... | Tacloban. |
| James F. Scouller..... | Manila..... | Manila. |
| Antonio Nera (acting)..... | Mindoro..... | Calapan. |
| William H. H. Liesch (acting)..... | Misamis..... | Cagayan. |
| Sharon R. Mote (acting)..... | Mountain..... | Baguio. |
| Clinton D. Whipple..... | Nueva Ecija..... | Cabanatuan. |
| Charles E. Hoyer..... | Nueva Vizcaya..... | Bayombong. |
| Harry Borgstadt..... | Occidental Negros..... | Bacolod. |
| Lewis P. Willis (acting)..... | Oriental Negros..... | Dumaguete. |
| Robert Clauson..... | Palawan..... | Cuyo. |
| Samuel J. Wright..... | Pampanga..... | San Fernando. |
| Andrew W. Cain..... | Pangasinan..... | Lingayen. |
| Frederic J. Waters..... | Rizal..... | Pasig. |
| Jean B. Graham (acting)..... | Samar..... | Catbalogan. |
| Wiley B. Beard..... | Sorsogon..... | Sorsogon. |
| George M. Egan (acting)..... | Surigao..... | Surigao. |
| Adam C. Derkum..... | Tarlac..... | Tarlac. |
| Leroy R. Sawyer..... | Tayabas..... | Lucena. |
| Roy K. Gilmore..... | Union..... | San Fernando. |
| William S. Fickes..... | Zambales..... | Iba. |
| H. A. Bordner..... | Philippine Normal School..... | Manila. |
| Kilmer O. Moe..... | Central Luzon Agricultural School..... | Munoz. |

^a Mr. Frank L. Crone resigned from the position of Director of Education, effective June 15, 1916.

^b Mr. W. W. Marquardt was appointed Director of Education, effective June 20, 1916.

^c Mr. Charles H. Magee was transferred from the position of Assistant Director of Education to the position of Purchasing Agent, Bureau of Supply, effective January 16, 1916.

^d Mr. José Escaler was transferred from the position of City Attorney of Manila to the position of Assistant Director.

^e Mr. Luther B. Bewley was appointed Second Assistant Director of Education, effective July 1, 1916.

^f During Mr. Hansen's absence on leave, September 18 to December 17, Mr. John V. Crowe was acting chief clerk.

HEAD TEACHERS.

| Name. | Province. | Headquarters. |
|-----------------------------|--------------|---------------|
| Mauricio Lazo (acting)..... | Batanes..... | Basco. |
| John C. Early..... | Romblon..... | Romblon. |
| Sylvester C. Kelleher..... | Masbate..... | Masbate. |

DEPARTMENT OF MINDANAO AND SULU.

GLENN W. CAULKINS, Department Superintendent, Zamboanga.

SUPERINTENDENTS.

| Name. | Province. | Headquarters. |
|-----------------------------|----------------|---------------|
| Arthur E. Harpst..... | Cotabato..... | Cotabato. |
| W. Ernest Crowe..... | Davao..... | Davao. |
| Ross L. Large (acting)..... | Lanao..... | Dansalan. |
| Egbert M. Smoyer..... | Sulu..... | Jolo. |
| Alva M. Templeton..... | Zamboanga..... | Zamboanga. |

PRINCIPALS OF INSULAR SCHOOLS.

| | | |
|------------------------|---------------------------------------|---------|
| Frank W. Cheney..... | Philippine School of Arts and Trades. | Manila. |
| Charles H. Storms..... | Philippine School of Commerce. | Manila. |
| Miss Delight Rice..... | School for the Deaf and the Blind. | Manila. |

Superintendent on special assignment.

MICHAEL H. O'MALLEY, assigned as agent of the Secretary of Public Instruction in supervising private schools and colleges, effective April 1, 1916, to succeed P. S. O'Reilly who resigned from this position, effective March 25, 1916.

Division superintendents on leave of absence in the United States.

CHARLES W. FRANKS left the division of Bulacan on July 15, 1916.

H. S. TOWNSEND left the division of Rizal on December 15, 1916.

JOHN J. HEFFINGTON left the division of Nueva Vizcaya on June 4, 1916.

C. SKATTEBOL returned from leave on December 22, 1916.

RESIGNATIONS. DATES EFFECTIVE.

Division superintendents.

CLARENCE E. FERGUSON, from the superintendency of Capiz, May 18, 1915.

SINCLAIR P. STEWART, from the superintendency of Occidental Negros, March 31, 1916.

J. EDGAR CORLEY, from the superintendency of Ilocos Sur, July 14, 1916.

JOHN H. JENKINS, from the superintendency of Antique, July 31, 1916.

General Office personnel.

GEORGE R. HOWATT, chief clerk, June 30, 1916.

JOHN S. POTTER, chief clerk, July 14, 1916.

JOHN L. STEWART, chief of property division, July 15, 1916.

Appendix B.—SUMMARY OF STATISTICS.

[All figures for 1916-17 are for June-December, 1916, only.]

I. Schools, teachers, and pupils.

[Figures given are for March unless another month is indicated.]

| School year. | Schools. | | | | Teachers. | | Highest monthly enrollment. ^d |
|----------------------------|----------|-----------------------------|--------------------------|---------|------------|-----------|--|
| | Primary. | Inter-mediate. ^a | Second-ary. ^a | Total. | Ameri-can. | Filipino. | |
| 1903..... | b 2,000 | | | b 2,000 | b 800 | 3,000 | 150,000 |
| 1903-04..... | 2,233 | 17 | 35 | 2,285 | 787 | 3,854 | 227,600 |
| 1904-05..... | 2,727 | 102 | 35 | 2,864 | 855 | 4,036 | 311,843 |
| 1905-06..... | c 3,108 | 119 | 36 | c 3,263 | 831 | 4,719 | 375,564 |
| 1906-07..... | 3,435 | 216 | 36 | 3,687 | 746 | 6,141 | 335,106 |
| 1907-08..... | 3,701 | 193 | 38 | 3,932 | 800 | 6,804 | 359,738 |
| 1908-09..... | 4,194 | 193 | 37 | 4,424 | 825 | 7,949 | e 437,735 |
| 1909-10..... | 4,295 | 198 | 38 | 4,531 | 732 | 8,275 | f 451,938 |
| 1910-11..... | 4,121 | 245 | 38 | 4,404 | 683 | 8,408 | f 484,689 |
| 1911-12..... | 3,364 | 283 | 38 | 3,685 | 664 | 7,696 | f 429,380 |
| 1912-13..... | 2,595 | 296 | 43 | 2,934 | 658 | 7,013 | g 349,454 |
| 1913-14..... | 3,913 | 278 | 44 | 4,235 | 612 | 8,850 | f 525,959 |
| 1914-15..... | 3,837 | 309 | 41 | 4,187 | 538 | 9,307 | f 536,939 |
| 1915-16..... | 4,020 | 349 | 43 | 4,412 | 493 | 10,198 | f 548,321 |
| 1916-17 ^j | h 4,083 | h 365 | h 45 | h 4,493 | h 467 | h 11,464 | g 593,227 |

MINDANAO AND SULU.

| | | | | | | | |
|----------------------------|-------|-----|-----|-------|------|-------|----------|
| 1914-15..... | 101 | 2 | 1 | 104 | 12 | 218 | b 7,967 |
| 1915-16..... | 123 | 2 | 1 | 126 | 13 | 259 | i 9,146 |
| 1916-17 ^j | h 183 | h 4 | h 1 | h 188 | h 17 | h 378 | f 12,448 |

^a Trade, normal, agricultural, and other special schools are included under the intermediate and secondary headings.

^b Estimate.

^c Excluding the Department of Mindanao and Sulu except Agusan and Bukidnon, from 1905-06 on.

^d Enrollment figures before 1908-1909 are for March and consequently do not give the highest monthly enrollment.

^e February.

^f September.

^g August.

^h December.

ⁱ November.

^j For Palawan and Mindanao and Sulu, figures for November, 1916, are used in I, III, and VI.

II. School divisions and supervising districts.

| School year. | Divi-sions. | Districts. | Mindanao and Sulu. | | Totals. | |
|--------------|-------------|------------|--------------------|------------|-------------|------------|
| | | | Divi-sions. | Districts. | Divi-sions. | Districts. |
| 1914-15..... | 37 | 237 | 5 | 10 | 42 | 247 |
| 1915-16..... | 41 | 247 | 5 | 10 | 46 | 257 |
| 1916-17..... | 39 | 244 | 5 | 17 | 44 | 261 |

III. Classification of teachers.

| | 1912 | 1913 | 1914 | 1915 | 1916 | 1916 ^a |
|-----------------------------------|--------------|--------------|--------------|--------------|---------------|-------------------|
| Teachers on duty in March: | | | | | | |
| American— | | | | | | |
| Primary ^b | 14 | 15 | 17 | 17 | 17 | 18 |
| Intermediate | 200 | 166 | 143 | 108 | 100 | 69 |
| Secondary | 109 | 153 | 156 | 176 | 175 | 208 |
| Industrial instruction | 58 | 76 | 70 | 50 | 46 | 30 |
| Industrial supervision | 29 | 42 | 48 | 58 | 41 | 42 |
| General supervision | 254 | 206 | 178 | 141 | 127 | 111 |
| Total | 664 | 658 | 612 | 550 | 506 | 478 |
| Filipino— | | | | | | |
| Primary | 6,549 | 5,630 | 7,394 | 7,758 | 8,478 | 9,426 |
| Intermediate | 497 | 646 | 663 | 837 | 1,004 | 1,281 |
| Secondary | 7 | 4 | 12 | 17 | 56 | 63 |
| Industrial instruction | 482 | 597 | 609 | 679 | 654 | 639 |
| Industrial supervision | 11 | 21 | 41 | 59 | 59 | 72 |
| General supervision | 150 | 115 | 131 | 175 | 206 | 206 |
| Total | 7,696 | 7,018 | 8,860 | 9,525 | 10,457 | 11,687 |

^a December.^b For the past few years the American teachers assigned to primary grades have been in the Central School of Manila and in schools maintained on Army reservations.

NOTE.—The data for the Department of Mindanao and Sulu are included for 1915 and 1916.

| | 1912 | 1913 | 1914 | 1915 | 1916 | 1916 ^a |
|--|------|------|------|------|------|-------------------|
| Percentage of teachers on duty in March, under each classification: | | | | | | |
| Primary | 78.5 | 73.6 | 78.3 | 76.9 | 77.4 | 77.6 |
| Intermediate | 8.3 | 10.6 | 8.5 | 9.5 | 10.0 | 11.0 |
| Secondary | 1.4 | 2.0 | 1.8 | 2.0 | 2.1 | 2.2 |
| Industrial instruction | 6.4 | 8.8 | 7.2 | 7.3 | 6.4 | 5.5 |
| Industrial supervision | .5 | .8 | .9 | 1.1 | .6 | .9 |
| General supervision | 4.9 | 4.2 | 3.3 | 3.2 | 3.3 | 2.6 |

^a December.

NOTE.—The data for the Department of Mindanao and Sulu are included from 1916 on.

| | 1912 | | 1913 | | 1914 | |
|---|------------|-------------|------------|-------------|-------------------|-------------|
| | Ameri-can. | Fili-pino. | Ameri-can. | Fili-pino. | Ameri-can. | Fili-pino. |
| Proportion of American and Filipino teachers, March: | | | | | | |
| Primary | .2 | 99.8 | .3 | 99.7 | .2 | 99.8 |
| Intermediate | 28.7 | 71.3 | 20.4 | 79.6 | 17.7 | 82.3 |
| Secondary | 94.0 | 6.0 | 97.5 | 2.5 | 92.9 | 7.1 |
| Industrial instruction | 10.7 | 89.3 | 11.3 | 88.7 | 10.3 | 89.7 |
| Industrial supervision | 72.5 | 27.5 | 66.7 | 33.3 | 53.9 | 46.1 |
| General supervision | 62.9 | 37.1 | 64.1 | 35.9 | 57.6 | 42.4 |
| Total | 7.9 | 92.1 | 8.6 | 91.4 | 6.5 | 93.5 |
| | 1915 | | 1916 | | 1916 ^a | |
| | Ameri-can. | Fili-pino. | Ameri-can. | Fili-pino. | Ameri-can. | Fili-pino. |
| Primary | .2 | 99.8 | .2 | 99.8 | .2 | 99.8 |
| Intermediate | 11.1 | 88.9 | 9.1 | 90.9 | 5.1 | 94.9 |
| Secondary | 91.1 | 8.9 | 75.8 | 24.2 | 76.7 | 23.3 |
| Industrial instruction | 6.8 | 93.2 | 6.6 | 93.4 | 4.4 | 95.6 |
| Industrial supervision | 50.9 | 49.1 | 45.6 | 54.4 | 36.8 | 63.2 |
| General supervision | 44.2 | 55.8 | 37.5 | 62.5 | 35.0 | 65.0 |
| Total | 5.5 | 94.5 | 4.6 | 95.4 | 3.9 | 96.1 |

^a December.

IV. Attainments of Filipino teachers on duty in March.

| | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 |
|---------------------------|-------|-------|-------|-------|-------|---------|----------|
| Unclassified ^d | 11 | 8 | ----- | 9 | 10 | 8 | 9 |
| Under grade IV | 238 | 90 | 43 | 75 | 79 | a 43 | 17 |
| Grade IV | 368 | 317 | 135 | 69 | 75 | a 35 | 10 |
| Grade V | 1,655 | 1,282 | 670 | 332 | 246 | a 177 | 106 |
| Grade VI | 2,196 | 2,654 | 1,703 | 1,143 | 1,009 | 695 | 530 |
| Grade VII | 2,262 | 2,673 | 2,201 | 1,969 | 2,108 | 1,691 | 1,339 |
| First year | 1,572 | 2,304 | 2,271 | 2,625 | 4,198 | 5,108 | 6,207 |
| Second year | 224 | 280 | 327 | 445 | 611 | 798 | 1,013 |
| Third year | 77 | 74 | 113 | 150 | 228 | 317 | 436 |
| Fourth year | 109 | 180 | 144 | 51 | 70 | 113 | 134 |
| Over four year | ----- | ----- | 89 | 251 | 341 | 471 | 616 |
| Total | 9,011 | 9,862 | 7,696 | 7,114 | 8,975 | b 9,456 | c 10,417 |

^a In recent years the teachers with low academic attainments have been generally special teachers of industrial branches.

^b Not including 64 apprentice teachers.

^c Not including 40 apprentice teachers.

^d For Mindanao and Sulu only.

NOTE.—The figures for Mindanao and Sulu are included except for 1912.

| | Below first year. | First year and over. | Total. | Percentage first year and over. | Increase in percentage. |
|------|-------------------|----------------------|----------|---------------------------------|-------------------------|
| 1910 | 6,850 | 2,082 | 8,932 | 23 | ----- |
| 1911 | 6,946 | 2,837 | 9,783 | 29 | 6 |
| 1912 | 4,752 | 2,944 | 7,696 | 38 | 9 |
| 1913 | 3,491 | 3,522 | 7,013 | 50 | 12 |
| 1914 | 3,406 | 5,445 | 8,850 | 62 | 12 |
| 1915 | 2,538 | 6,705 | a 9,243 | 73 | 11 |
| 1916 | 2,011 | 8,406 | b 10,417 | 81 | 8 |

^a Not including 64 apprentice teachers.

^b Not including 40 apprentice teachers.

NOTE.—Data for 1916 include the teachers of the Department of Mindanao and Sulu.

V. Average salary of Filipino teachers on duty in March.

| | Insular. | Municipal. | All Filipino teachers. |
|---------------------------|----------|------------|------------------------|
| 1910 | P44.66 | P18.29 | P21.56 |
| 1911 | 45.15 | 18.55 | 21.97 |
| 1912 | 49.88 | 19.96 | 24.16 |
| 1913 | 50.30 | 21.25 | 26.10 |
| 1914 | 50.77 | 21.34 | 25.56 |
| 1915 | 56.32 | 22.06 | 26.35 |
| 1916 | 55.88 | 22.42 | 28.63 |
| <i>Mindanao and Sulu.</i> | | | |
| 1916 | 60.00 | 38.21 | 33.29 |

VI. Enrollment and attendance.

| | 1910-11 | 1911-12 | 1912-13 | 1913-14 | 1914-15 | 1915-16 | 1916 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Annual enrollment: | | | | | | | |
| Primary | 582, 115 | 496, 801 | 408, 295 | 577, 782 | 560, 823 | 568, 528 | 579, 790 |
| Intermediate | 24, 974 | 28, 755 | 31, 529 | 36, 860 | 42, 120 | 49, 360 | 56, 176 |
| Secondary | 3, 404 | 4, 109 | 5, 226 | 6, 438 | 7, 576 | 9, 080 | 11, 389 |
| Total | 610, 493 | 529, 665 | 440, 050 | 621, 080 | 610, 519 | 626, 968 | 647, 355 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Primary | | | | | 10, 327 | 11, 242 | 14, 504 |
| Intermediate | | | | | 253 | 314 | 406 |
| Secondary | | | | | 15 | 19 | 22 |
| Total | | | | | 10, 595 | 11, 575 | 14, 932 |
| Grand total | | | | | 621, 114 | 638, 543 | 662, 287 |
| Average monthly enrollment: | | | | | | | |
| Primary | 423, 047 | 367, 018 | 298, 494 | 450, 652 | 450, 319 | 462, 787 | 510, 726 |
| Intermediate | 20, 952 | 24, 458 | 26, 847 | 32, 675 | 36, 800 | 44, 042 | 51, 242 |
| Secondary | 2, 890 | 3, 599 | 4, 415 | 5, 743 | 6, 644 | 8, 153 | 10, 345 |
| Total | 446, 889 | 395, 075 | 329, 756 | 489, 070 | 493, 763 | 514, 982 | 572, 313 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Primary | | | | | 7, 646 | 8, 000 | 11, 110 |
| Intermediate | | | | | 209 | 275 | 391 |
| Secondary | | | | | 12 | 15 | 16 |
| Total | | | | | 7, 867 | 8, 290 | 11, 517 |
| Grand total | | | | | 501, 630 | 523, 272 | 583, 830 |
| Average daily attendance: | | | | | | | |
| Primary | 333, 862 | 302, 846 | 258, 419 | 392, 094 | 400, 399 | 415, 313 | 461, 419 |
| Intermediate | 19, 110 | 22, 748 | 25, 295 | 30, 912 | 34, 941 | 41, 620 | 48, 089 |
| Secondary | 2, 760 | 3, 479 | 4, 281 | 5, 546 | 6, 402 | 7, 847 | 9, 863 |
| Total | 355, 722 | 329, 073 | 287, 995 | 428, 552 | 441, 742 | 464, 780 | 519, 371 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Primary | | | | | 6, 061 | 6, 151 | 8, 981 |
| Intermediate | | | | | 199 | 250 | 345 |
| Secondary | | | | | 12 | 14 | 14 |
| Total | | | | | 6, 272 | 6, 415 | 9, 340 |
| Grand total | | | | | 448, 014 | 471, 195 | 528, 711 |
| Percentage of attendance, based on relation of daily attendance to average monthly enrollment: | | | | | | | |
| Primary | 79 | 83 | 87 | 87 | 89 | 90 | 90 |
| Intermediate | 91 | 98 | 94 | 94 | 95 | 95 | 94 |
| Secondary | 96 | 97 | 97 | 97 | 96 | 96 | 96 |
| Total | 80 | 83 | 87 | 88 | 89 | 90 | 91 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Primary | | | | | 79 | 77 | 80 |
| Intermediate | | | | | 95 | 91 | 88 |
| Secondary | | | | | 100 | 93 | 88 |
| Total | | | | | 80 | 77 | 81 |
| Grand total | | | | | 89 | 90 | 91 |

VI. Enrollment and attendance—Continued.

| | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1916 |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Enrollment by sexes for March: | | | | | | | |
| Primary— | | | | | | | |
| Male | 251,736 | 206,000 | 173,843 | 250,327 | 246,185 | 258,246 | 296,724 |
| Female | 157,367 | 126,529 | 108,838 | 162,850 | 159,154 | 169,081 | 198,110 |
| Total | 409,103 | 332,529 | 277,681 | 413,177 | 405,339 | 427,327 | 489,834 |
| Intermediate— | | | | | | | |
| Male | 15,327 | 17,242 | 19,183 | 23,415 | 25,861 | 30,467 | 35,245 |
| Female | 4,407 | 5,203 | 5,988 | 7,816 | 8,467 | 10,825 | 13,390 |
| Total | 19,734 | 22,445 | 25,171 | 30,731 | 34,328 | 41,292 | 48,635 |
| Secondary— | | | | | | | |
| Male | 2,238 | 2,829 | 3,370 | 4,431 | 5,099 | 6,408 | 7,972 |
| Female | 408 | 526 | 654 | 917 | 1,006 | 1,251 | 1,687 |
| Total | 2,641 | 3,355 | 4,024 | 5,348 | 6,105 | 7,659 | 9,659 |
| Total— | | | | | | | |
| Male | 269,301 | 226,071 | 196,396 | 278,173 | 277,145 | 295,121 | 339,941 |
| Female | 162,177 | 132,258 | 110,480 | 171,063 | 168,627 | 181,157 | 206,187 |
| Total | 431,478 | 358,329 | 306,876 | 449,256 | 445,772 | 476,278 | 546,128 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Primary— | | | | | | | |
| Male | | | | | | 5,889 | 9,190 |
| Female | | | | | | 2,297 | 3,383 |
| Total | | | | | | 8,186 | 12,573 |
| Intermediate— | | | | | | | |
| Male | | | | | | 202 | 304 |
| Female | | | | | | 56 | 92 |
| Total | | | | | | 258 | 396 |
| Secondary— | | | | | | | |
| Male | | | | | | 14 | 13 |
| Female | | | | | | | |
| Total | | | | | | 14 | 13 |
| Total— | | | | | | | |
| Male | | | | | | 6,105 | 9,507 |
| Female | | | | | | 2,353 | 3,475 |
| Total | | | | | | 8,458 | 12,982 |
| Grand total— | | | | | | | |
| Male | | | | | | 301,226 | 349,448 |
| Female | | | | | | 183,510 | 211,662 |
| Total | | | | | | 484,736 | 561,110 |

| | March, 1915. | | | March, 1916. | | |
|--|--------------|---------|--------|--------------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. |
| Intermediate enrollment by courses: | | | | | | |
| General course | 17,291 | 3,907 | 21,198 | 19,579 | 3,483 | 23,062 |
| Teaching course | 4,418 | 910 | 5,328 | 5,926 | 1,350 | 7,276 |
| Trade course | 2,906 | 26 | 2,932 | 3,488 | 39 | 3,527 |
| Farming course | 1,163 | | 1,163 | 1,880 | | 1,880 |
| Housekeeping and household arts course | 1 | 3,595 | 3,596 | | 5,917 | 5,917 |
| Business course | 82 | 29 | 111 | 94 | 36 | 130 |
| Total | 25,861 | 8,467 | 34,328 | 30,467 | 10,825 | 41,292 |
| <i>Mindanao and Sulu.</i> | | | | | | |
| General course | | | | 49 | 18 | 67 |
| Teaching course | | | | 98 | 38 | 136 |
| Trade course | | | | 55 | | 55 |
| Total | | | | 202 | 56 | 258 |

VI. Enrollment and attendance—Continued.

| | October, 1916. | | |
|----------------------------------|----------------|---------|--------|
| | Male. | Female. | Total. |
| Secondary enrollment by courses: | | | |
| General course..... | 6,799 | 1,309 | 8,108 |
| Normal course..... | 676 | 409 | 1,085 |
| Commercial course..... | 341 | 81 | 372 |
| Trade course..... | 303 | | 303 |
| Farming course..... | 143 | | 143 |
| Nautical course..... | 27 | | 27 |
| Total..... | 8,289 | 1,749 | 10,083 |

Enrollment and attendance of non-Christian pupils.

| | 1912-13 | 1913-14 | 1914-15 | 1915-16 |
|--|---------|---------|---------|---------|
| Number of schools..... | 126 | 139 | 179 | 283 |
| Number of schools, Mindanao and Sulu..... | | | | 90 |
| Number of teachers..... | 270 | 325 | 370 | c |
| Number of teachers, Mindanao and Sulu..... | | | | c |
| Annual enrollment: | | | | |
| Male..... | 4,680 | 5,300 | 7,274 | 8,718 |
| Female..... | 1,813 | 2,040 | 2,617 | 2,855 |
| Total..... | 6,493 | 7,340 | 9,891 | 11,573 |
| <i>Mindanao and Sulu.</i> | | | | |
| Male..... | | | | 4,241 |
| Female..... | | | | 604 |
| Total..... | | | | 4,845 |
| Grand total: | | | | |
| Male..... | | | | 12,959 |
| Female..... | | | | 3,459 |
| Total..... | | | | 16,418 |
| Average daily attendance: | | | | |
| Male..... | 2,980 | 3,701 | 5,111 | 6,356 |
| Female..... | 1,245 | 1,445 | 1,814 | 2,090 |
| Total..... | 4,225 | 5,146 | 6,925 | 8,446 |
| <i>Mindanao and Sulu.</i> | | | | |
| Male..... | | | | 1,957 |
| Female..... | | | | 141 |
| Total..... | | | | 2,098 |
| Grand total: | | | | |
| Male..... | | | | 8,313 |
| Female..... | | | | 2,231 |
| Total..... | | | | 10,544 |
| Percentage of attendance: | | | | |
| Male..... | 64 | 70 | 70 | 73 |
| Female..... | 69 | 71 | 69 | 73 |
| Total..... | 65 | 70 | 70 | 73 |
| <i>Mindanao and Sulu.</i> | | | | |
| Male..... | | | | 46 |
| Female..... | | | | 23 |
| Total..... | | | | 43 |
| Grand total: | | | | |
| Male..... | | | | 64 |
| Female..... | | | | 64 |
| Total..... | | | | 64 |

* June to December.

* December.

* No data.

VII. Percentage of promotions based on March enrollment.

| | 1908-09 | 1909-10 | 1910-11 | 1911-12 | 1912-13 | 1913-14 | 1914-15 | 1915-16 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade I | 26 | 29 | 32 | 35 | 39 | 37 | 41 | 43 |
| Grade II | 32 | 45 | 51 | 53 | 59 | 59 | 65 | 66 |
| Grade III | 32 | 52 | 52 | 53 | 62 | 62 | 68 | 66 |
| Grade IV | 42 | 57 | 53 | 47 | 60 | 55 | 60 | 64 |
| Grade V | 64 | 67 | 74 | 77 | 86 | 81 | 81 | 77 |
| Grade VI | 68 | 71 | 71 | 77 | 81 | 63 | 83 | 80 |
| Grade VII | 60 | 77 | 71 | 70 | 81 | 65 | 79 | 81 |
| 1st year | 63 | 60 | 66 | 68 | 69 | 53 | 66 | 62 |
| 2nd year | 76 | 72 | 79 | 80 | 79 | 69 | 84 | 86 |
| 3rd year | 85 | 92 | 88 | 86 | 83 | 72 | 87 | 87 |
| 4th year | 56 | 68 | 85 | 79 | 88 | 82 | 90 | 91 |
| Total | 31 | 38 | 41 | 45 | 51 | 47 | 54 | 56 |

* The data for Mindanao and Sulu are included.

VIII. Graduates.

| Year. | Primary. | Intermediate. | Secondary. |
|---------------------------|----------|---------------|------------|
| Before 1907-08 | * 10,000 | * 700 | 3 |
| 1907-08 | 4,964 | 1,061 | 11 |
| 1908-09 | 7,273 | 1,529 | 88 |
| 1909-10 | 9,992 | 2,108 | 123 |
| 1910-11 | 11,760 | 2,436 | 222 |
| 1911-12 | 11,200 | 3,062 | 221 |
| 1912-13 | 15,040 | 4,695 | 342 |
| 1913-14 | 15,976 | 4,585 | 407 |
| 1914-15 | 19,629 | 5,709 | 469 |
| 1915-16 | 22,895 | 7,269 | 667 |
| Total | 128,719 | 33,144 | 2,552 |
| <i>Mindanao and Sulu.</i> | | | |
| Total 1907-16 | 878 | 163 | ..... |
| Grand total | 129,597 | 33,307 | 2,552 |

* Estimated.

IX. Number of intermediate schools offering the various courses in the different grades.

| | Grade V. | Grade VI. | Grade VII. |
|--|----------|-----------|------------|
| General course | 256 | 202 | 162 |
| Teaching course | 59 | 53 | 46 |
| Trade course | 39 | 37 | 35 |
| Farming course | 16 | 13 | 11 |
| Housekeeping and household arts course | 144 | 120 | 98 |
| Business course | 1 | 1 | 1 |

X. *Insular schools.*

| | March, 1916. | | | | | |
|--|----------------|----------------|--------|--------------------|--------------|--------|
| | Teachers. | | | Annual enrollment. | | |
| | Amer- ican. | Fili- pino. | Total. | Male. | Fe- male. | Total. |
| Philippine Normal School | 26 | 26 | 52 | 933 | 702 | * 635 |
| Philippine School of Arts and Trades | 13 | 15 | 28 | 718 | ----- | 718 |
| Philippine Nautical School | 2 | ----- | 2 | 58 | ----- | 58 |
| Philippine School of Commerce | 10 | 1 | 11 | 417 | 35 | 452 |
| School for the Deaf and the Blind | 2 | 3 | 5 | 39 | 19 | 58 |
| School of Household Industries | ----- | 8 | 8 | ----- | 154 | 154 |
| Central Luzon Agricultural School | 4 | 7 | 11 | 382 | ----- | 382 |

* Of the Philippine Normal School enrollment, the primary grades and most of the intermediate grades are the training classes handled by student teachers under the direction of critic teachers. The distribution of this enrollment is as follows:

| | Male. | Female. | Total. |
|--------------------|-------|---------|--------|
| Secondary | 461 | 364 | 825 |
| Intermediate | 192 | 150 | 342 |
| Primary | 280 | 188 | 468 |
| Total | 933 | 702 | 1,635 |

XI. *Special schools.*

| | Teachers. | | | | Annual enrollment. | | |
|-------------------------------|--------------------------|----------------|----------------|--------|--------------------|--------------|--------|
| | Number of schools. | Amer- ican. | Fili- pino. | Total. | Male. | Fe- male. | Total. |
| Agricultural schools | 4 | 6 | 14 | 20 | 558 | 67 | 625 |
| Farm schools | 10 | 5 | 43 | 48 | 1,319 | 413 | 1,732 |
| Settlement farm schools | 53 | 1 | 76 | 77 | 2,596 | 1,400 | 3,996 |
| Industrial schools | 7 | 7 | 40 | 47 | 846 | 281 | 1,127 |
| Trade schools | 19 | 37 | 78 | 115 | 3,091 | ----- | 3,091 |
| <i>Mindanao and Sulu.</i> | | | | | | | |
| Agricultural schools | 2 | 2 | 9 | 11 | 212 | ----- | 212 |
| Settlement farm schools | 10 | ----- | 20 | 20 | 640 | 220 | 860 |

XII. *School buildings and sites.*

BUILDINGS.

| | Build- ings. | Rooms. | Cost. |
|----------------------|-----------------|--------|---------------|
| Permanent buildings: | | | |
| Standard plan | * 409 | 1,956 | P4,967,954.61 |
| Reconstruction | 114 | 634 | 949,404.58 |
| Special | 234 | 1,458 | 4,215,620.67 |
| Total | 757 | 4,048 | 10,132,979.86 |
| Mixed material | 654 | 1,388 | 691,456.56 |
| Temporary | 969 | 1,460 | 260,881.83 |
| Total | 2,380 | 6,896 | 11,085,318.25 |

XII. School buildings and sites—Continued.

STANDARD-PLAN BUILDINGS.

| Plan. | Completed before January 1, 1915. | | Completed January 1-December 31, 1916. | | Total. | |
|---------------------|--------------------------------------|------------------|---|------------------|--------------|------------------|
| | Num- ber. | Average cost. | Num- ber. | Average cost. | Num- ber. | Average cost. |
| No. 1 | 33 | P2,923.96 | | | 33 | P2,923.96 |
| No. 1 ^a | 2 | 3,957.80 | | | 2 | 3,957.80 |
| No. 2 | 74 | 5,035.79 | 10 | P5,233.47 | 84 | 5,068.37 |
| No. 3 | 80 | 7,833.35 | 8 | 7,969.20 | 88 | 7,893.51 |
| No. 3 ^b | 3 | 11,125.27 | | | 3 | 11,125.27 |
| No. 4 | 9 | 9,911.02 | 11 | 9,891.14 | 20 | 9,907.09 |
| No. 4 ^b | 1 | 13,100.00 | | | 1 | 13,100.00 |
| No. 5 | 15 | 10,344.32 | | | 15 | 10,344.32 |
| No. 6 ^c | 8 | 9,295.21 | | | 8 | 9,295.21 |
| No. 6 | 27 | 12,588.79 | 4 | 12,743.87 | 31 | 12,594.73 |
| No. 7 ^c | 1 | 11,000.00 | | | 1 | 11,000.00 |
| No. 7 | 49 | 15,765.90 | 19 | 16,378.33 | 68 | 15,937.03 |
| No. 10 | 28 | 21,736.33 | 6 | 21,938.29 | 34 | 21,918.83 |
| No. 10 ^b | 2 | 28,101.07 | | | 2 | 28,101.07 |
| No. 10 ^d | 2 | 34,662.84 | | | 2 | 34,662.84 |
| 1 of No. 12 | 1 | 24,710.32 | | | 1 | 24,710.32 |
| No. 20 ^e | 1 | 26,719.03 | | | 1 | 26,719.03 |
| No. 20 ^f | 5 | 44,292.28 | 1 | 40,525.61 | 6 | 43,664.50 |
| No. 20 | 3 | 61,217.61 | 1 | 71,435.61 | 4 | 63,772.36 |
| No. 20 ^g | 1 | 97,000.00 | | | 1 | 97,000.00 |
| No. 20 ^h | 1 | 68,835.58 | | | 1 | 68,835.58 |
| No. 20 ⁱ | | | 1 | 39,564.79 | 1 | 39,564.79 |
| No. 20 ^j | 1 | 32,000.00 | | | 1 | 32,000.00 |
| No. 20 ^k | 1 | 57,977.65 | | | 1 | 57,977.65 |
| Total | 348 | | 61 | | 409 | |

^a With changes.^b With two additional rooms.^c Without the two rooms at one end.^d With four additional rooms.^e Only eight rooms completed.^f Without the four rear rooms.^g With tile roof.^h Pasig type.ⁱ Fourteen rooms of Pasig type.^j Only ten rooms completed.^k With bell tower.

SITES.

| | Num- ber. | Area. <i>Sq. meters.</i> | Estimated value. |
|------------------------------|--------------|---------------------------------|---------------------|
| Provincial and Insular sites | 75 | 5,895,234 | 604,790 |
| Municipal sites: | | | |
| Central | 850 | 8,270,576 | 1,605,021 |
| Barrio | 1,698 | 8,212,499 | 291,998 |
| Total | 2,623 | 22,878,309 | 2,501,744 |
| Mindanao and Sulu | 156 | 10,627,335 | 107,169 |
| Grand total | 2,779 | 33,005,644 | 2,608,913 |

XIII. School grounds, 1915-16.

| | Prim- ary. | Inter- medi- ate. | Sec- ond- ary. | Total. |
|---|---------------|-------------------------|----------------------|--------|
| Number of schools with improved grounds | 1,250 | 147 | 22 | 1,419 |
| Number of schools with properly prepared and kept lawns | 770 | 114 | 24 | 908 |
| Number of schools with permanent fences | 269 | 77 | 15 | 361 |
| Number of schools with temporary fences | 1,948 | 70 | 3 | 2,021 |
| <i>Mindanao and Sulu.</i> | | | | |
| Number of schools with improved grounds | 48 | 1 | | 49 |
| Number of schools with properly prepared and kept lawns | 21 | 1 | | 22 |
| Number of schools with permanent fences | 19 | | | 19 |
| Number of schools with temporary fences | 43 | | | 43 |

XIV. School and home gardens.

| | 1910-11 | 1914-15 | 1915-16 |
|---------------------------|---------|---------|---------|
| School gardens: | | | |
| Primary | 2,667 | 3,075 | 3,202 |
| Intermediate | 163 | 206 | 258 |
| Total | 2,830 | 3,280 | 3,460 |
| Home gardens: | | | |
| Primary | 9,288 | 41,053 | 41,206 |
| Intermediate | 1,042 | 4,636 | 6,281 |
| Total | 10,330 | 45,689 | 47,487 |
| <i>Mindanao and Sulu.</i> | | | |
| School gardens: | | | |
| Primary | | | 88 |
| Intermediate | | | 2 |
| Total | | | 85 |
| Home gardens: | | | |
| Primary | | | 903 |
| Intermediate | | | 42 |
| Total | | | 945 |

XV. School nurseries, 1915-16.

| | Number. | Mindanao and Sulu. | Total. |
|--|---------|-----------------------|---------|
| Number of schools with nurseries: | | | |
| Primary | 460 | 13 | 473 |
| Intermediate | 128 | 1 | 129 |
| Total | 588 | 14 | 602 |
| <i>Number of trees and plants.</i> | | | |
| Fruit trees: | | | |
| Primary | 102,955 | 15,399 | 118,354 |
| Intermediate | 74,706 | 4,455 | 79,161 |
| Total | 177,661 | 19,854 | 197,515 |
| Other trees and plants: | | | |
| Primary | 48,815 | 235,776 | 284,591 |
| Intermediate | 86,044 | 1,210 | 87,254 |
| Total | 134,859 | 236,986 | 371,845 |
| <i>Number distributed.</i> | | | |
| Fruit trees: | | | |
| Primary | 58,986 | 2,345 | 61,331 |
| Intermediate | 19,163 | 3,286 | 22,449 |
| Total | 78,149 | 5,631 | 83,780 |
| Other trees: | | | |
| Primary | 21,402 | 2,296 | 23,698 |
| Intermediate | 80,002 | 1,104 | 81,106 |
| Total | 101,404 | 3,400 | 104,804 |

XVI. Total number and output of trade schools.

| | Schools. | Commercial work. |
|---------------|----------|------------------|
| 1907-09 | 4 | P85,000.00 |
| 1910 | 6 | 59,786.00 |
| 1911 | 13 | 87,112.00 |
| 1912 | 16 | 128,118.00 |
| 1913 | 18 | 143,878.00 |
| 1914 | 19 | 147,672.02 |
| 1915 | 19 | 107,422.66 |
| 1916 | 19 | 127,600.34 |
| Total | | 898,596.61 |

XVII. School libraries.

| | 1915 | 1916 | Increase. | Increase. |
|---------------------------------|--------|--------|-----------|------------------|
| | | | | <i>Per cent.</i> |
| Number of libraries | 329 | 748 | 419 | 127 |
| Number of books | 65,772 | 88,620 | 20,848 | 32 |
| Number of pamphlets | 22,767 | 30,066 | 7,299 | 32 |
| Books acquired | 8,888 | 20,823 | 11,935 | 134 |
| Newspaper subscriptions | 356 | 745 | 389 | 109 |
| Magazine subscriptions | 967 | 2,333 | 1,376 | 144 |
| Pupils and teachers using | 40,144 | 89,586 | 49,442 | 123 |
| Others using | 1,580 | 3,678 | 2,098 | 133 |

XVIII. Voluntary contributions, 1915-16.

| | |
|-----------------------------|-------------|
| Receipts: | |
| Money | P239,616.85 |
| Materials | 49,141.29 |
| Labor | 36,472.72 |
| Land | 18,481.00 |
| Miscellaneous | 8,201.83 |
| Total | 351,863.19 |
| Disbursements: | |
| Buildings and grounds | 114,341.14 |
| Athletics | 48,388.13 |
| Libraries | 7,274.88 |
| Salaries | 101,726.88 |
| Miscellaneous | 40,847.11 |
| Balance on hand | 39,286.10 |
| Total | 351,863.19 |

XIX. Total expenditures for school purposes.

| | |
|---|---------------|
| Insular expenditures for salaries, wages, and contingent: | |
| Act No. 2540, general appropriation..... | ₱4,201,620.00 |
| Balance reverted to Insular Treasurer..... | 133,200.90 |
| Net expenditures | 4,068,419.10 |
| Primary schools, non-Christian tribes, Act 2531, (₱255,300, less Mindanao and Sulu, ₱235,000) | 20,300.00 |
| Barrio schoolhouses, Act Nos. 1801 and 2029..... | 8,820.06 |
| Buildings, School of Arts and Trades, Acts 2059, 2264, and 2494..... | 153,339.18 |
| School building allotment, Secretary of Public Instruction, Act 2583..... | 200,000.00 |
| Central Luzon Agricultural School, Act 2583..... | 21,837.64 |
| Total Insular | 4,472,715.98 |
| Provincial expenditures for school purposes..... | 194,595.58 |
| Municipal expenditures for school purposes..... | 2,142,480.64 |
| Total Government funds, exclusive of Mindanao and Sulu..... | 6,809,792.20 |
| In addition, voluntary contributions..... | 349,743.10 |
| Total expenditures for education..... | 7,159,535.30 |
| Expenditure for education per capita of population (7,369,669) | .971 |
| Cost of education per pupil (based on average monthly enrollment, 514,982) .. | 13.902 |

TOTAL EXPENDITURES FOR ENTIRE ISLANDS.

| | | |
|--|--|---------------------|
| Total expenditures for school purposes, exclusive of Mindanao and Sulu, as stated above | | 7,159,535.30 |
| Provincial expenditures, five provinces of Mindanao and Sulu (1915) | | 248,571.38 |
| Municipal expenditures, five provinces of Mindanao and Sulu (1915) | | 22,333.05 |
| Grand total for entire Islands | | 7,430,439.73 |
| Expenditure for education per capita of population (7,771,446) | | .956 |
| Cost of education per pupil (based on average monthly enrollment, 523,272) | | 14.199 |

Appendix C.—STATISTICAL TABLES.

1. Classification of all teachers.
2. Attainments of Filipino teachers.
3. Filipino municipal teachers' salaries.
4. Schools, enrollment, attendance, and percentages of attendance.
5. Enrollment by grades and sexes.
6. Enrollment of intermediate pupils by courses.
7. Enrollment, pupils dropped, and percentages of pupils dropped.
8. Percentages of pupils promoted.
9. Promotions.
10. Libraries.
11. Agricultural schools.
12. Farm schools.
13. Settlement farm schools.
14. School and home gardens.
15. Industrial schools.
16. Output of trade schools and provincial-school shops.
17. Philippine household industries.
18. Permanent, mixed-material, and temporary buildings.
19. Insular aid for school-building construction.
20. School sites.
21. Voluntary contributions.
22. Insular expenditures.
23. Insular, provincial, and municipal expenditures by provinces.
24. Budget statement for 1916.
25. Summary of property transactions and statement of sales.

No. 1.—Classification of all teachers.

The following table shows, by divisions and for the Islands, the number of American, Insular, municipal, and apprentice teachers on duty at the close of the school year ending March 31, 1916, and the nature of their work.

| Division. | American. | | | | | | | | | | Filipino, Insular. | | | | | | | | | | | | | | | | |
|--------------------|-----------|-----------------|---------|-------------|---------|-------------|---------|--------------|---------|--------|--------------------|----------|---------|-----------------|---------|-------------|---------|-------------|---------|-------|--------------|-------|-------------------------|-------|---------|-------|---------|
| | Prima-ry. | Inter-medi-ate. | | Second-ary. | | Industrial. | | Super-visor. | | Total. | | Primary. | | Inter-medi-ate. | | Second-ary. | | Industrial. | | | Super-visor. | | Assist-ant Super-visor. | | Total. | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| Manila. | 1 | 10 | 2 | 13 | 5 | 20 | | | | | | | | | | | | | | | | | | | | | |
| Aguian. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Albay. | | | 3 | 1 | 2 | | 4 | 2 | 1 | 1 | 1 | 10 | 4 | 14 | 1 | | | | | | | | | | | | |
| Antique. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bataan. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Batangas. | | | 2 | 1 | 5 | 2 | | | | | | | | | | | | | | | | | | | | | |
| Bohol. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bukidnon. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bulacan. | | | 1 | 4 | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Cagayan. | | | 2 | 5 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | |
| Camarines. | | | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | |
| Capiz. | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | |
| Cavite. | | | 7 | 3 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | |
| Cebu. | | | 3 | 2 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | |
| Ilocos Norte. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ilocos Sur. | | | 2 | 6 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | |
| Iloilo. | | | 1 | 2 | 6 | | | | | | | | | | | | | | | | | | | | | | |
| Isabela. | | | 3 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | |
| Laguna. | | | 6 | 1 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | |
| Leyte. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mindoro. | | | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Mountain. | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| Nueva Ecija. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nueva Vizcaya. | | | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | |
| Occidental Negros. | | | | | 4 | 1 | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|-------------------|---|----|----|----|-----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-------|
| Oriental Negros | 2 | 2 | 1 | 1 | 4 | 8 | 2 | 9 | 3 | 2 | 3 | 1 | 1 | 4 | 26 | 8 | 33 |
| Palawan | 2 | 2 | 1 | 1 | 3 | 4 | 2 | 6 | 1 | 6 | 1 | 1 | 1 | 2 | 21 | 11 | 21 |
| Pampanga | 2 | 1 | 1 | 1 | 5 | 11 | 3 | 14 | 3 | 1 | 16 | 3 | 1 | 2 | 27 | 11 | 38 |
| Pangasinan | 2 | 1 | 1 | 1 | 7 | 16 | 5 | 21 | 5 | 7 | 4 | 2 | 1 | 3 | 60 | 14 | 74 |
| Rizal | 3 | 1 | 1 | 1 | 1 | 5 | 3 | 8 | 12 | 2 | 2 | 3 | 6 | 7 | 22 | 8 | 30 |
| Samar | 4 | 1 | 1 | 1 | 6 | 12 | 1 | 13 | 11 | 2 | 12 | 1 | 1 | 1 | 36 | 8 | 44 |
| Sorsogon | 1 | 1 | 1 | 1 | 4 | 9 | 2 | 11 | 2 | 2 | 1 | 2 | 1 | 1 | 21 | 4 | 25 |
| Surigao-Misamis | 1 | 1 | 1 | 1 | 6 | 11 | 2 | 13 | 11 | 4 | 8 | 4 | 1 | 1 | 21 | 9 | 40 |
| Tarlac | 1 | 3 | 2 | 1 | 3 | 6 | 3 | 9 | 5 | 1 | 8 | 1 | 2 | 1 | 23 | 5 | 23 |
| Tayabas | 1 | 4 | 3 | 1 | 3 | 8 | 4 | 12 | 6 | 1 | 8 | 7 | 1 | 1 | 27 | 12 | 39 |
| Union | 1 | 1 | 3 | 3 | 1 | 4 | 4 | 8 | 7 | 12 | 2 | 2 | 1 | 1 | 29 | 4 | 33 |
| Zambales | 1 | 1 | 2 | 1 | 1 | 4 | 3 | 7 | 2 | 6 | 1 | 2 | 1 | 1 | 18 | 3 | 21 |
| Normal | 1 | 6 | 14 | 1 | 1 | 8 | 18 | 26 | 1 | 2 | 4 | 11 | 7 | 1 | 11 | 15 | 21 |
| Trade | 1 | 2 | 4 | 1 | 7 | 12 | 3 | 15 | 2 | 2 | 13 | 10 | 12 | 1 | 16 | 15 | 25 |
| General Office | 1 | 2 | 4 | 1 | 7 | 7 | 3 | 10 | 2 | 2 | 13 | 10 | 12 | 1 | 10 | 12 | 22 |
| Total | 1 | 14 | 58 | 40 | 106 | 68 | 23 | 21 | 33 | 7 | 117 | 5 | 338 | 155 | 493 | 134 | 1,278 |
| Mindanao and Sulu | 2 | 1 | 1 | 1 | 5 | 12 | 1 | 13 | 1 | 32 | 403 | 111 | 33 | 22 | 157 | 96 | 29 |
| Grand total | 3 | 14 | 59 | 41 | 107 | 68 | 25 | 21 | 34 | 7 | 122 | 5 | 350 | 156 | 506 | 185 | 1,279 |

No. 1.—Classification of all teachers—Continued.

| Division. | Filipino, municipal. | | | | | | | | | | Filipino, apprentice. | | | | | |
|------------------------|----------------------|---------|---------|----------------|---------|---------|------------|---------|---------|-------------|-----------------------|---------|-------------------------|---------|--------|---------|
| | Primary. | | | Inter-mediate. | | | Secondary. | | | Industrial. | | | Assist-ant super-visor. | | Total. | |
| | Male. | | Female. | Male. | | Female. | Male. | | Female. | Male. | | Female. | Male. | | Male. | Female. |
| | Male. | Female. | Male. | Male. | Female. | Male. | Male. | Female. | Male. | Male. | Female. | Male. | Male. | Female. | Male. | Female. |
| Manila..... | 150 | 217 | 24 | 10 | 1 | 1 | 1 | 1 | 3 | 204 | 262 | 466 | | | 224 | 313 |
| Agusan..... | 18 | 15 | 1 | | | | | | | 19 | 15 | 34 | | | 49 | 17 |
| Albay..... | 155 | 83 | 7 | 2 | | | | | | 168 | 86 | 254 | | | 203 | 99 |
| Antique..... | 94 | 49 | | | | | | | | 94 | 49 | 143 | | | 120 | 51 |
| Bataan..... | 40 | 19 | | | | | | | | 40 | 19 | 59 | | | 56 | 21 |
| Batangas..... | 214 | 75 | 12 | 8 | | | | | | 243 | 92 | 335 | | | 277 | 101 |
| Bohol..... | 270 | 139 | 19 | 6 | | | | | | 293 | 151 | 444 | | | 342 | 159 |
| Bukidnon..... | 5 | 2 | | | | | | | | 5 | 2 | 7 | | | 25 | 8 |
| Bulacan..... | 143 | 91 | 8 | 1 | | | | | | 156 | 93 | 249 | | | 188 | 110 |
| Cagayan..... | 105 | 66 | 2 | 1 | | | | | | 108 | 68 | 176 | | | 147 | 76 |
| Canarinas..... | 127 | 67 | 9 | 6 | | | | | | 137 | 74 | 211 | | | 171 | 82 |
| Capiz..... | 255 | 96 | 3 | | | | | | | 249 | 97 | 366 | | | 322 | 108 |
| Cavite..... | 98 | 83 | 3 | | | | | | | 103 | 94 | 197 | | | 127 | 108 |
| Cebu..... | 314 | 101 | 14 | 2 | | | | | | 328 | 110 | 438 | | | 396 | 124 |
| Ilocos Norte..... | 178 | 78 | 17 | 3 | | | | | | 136 | 83 | 279 | | | 230 | 92 |
| Ilocos Sur..... | 172 | 117 | 15 | 8 | | | | | | 137 | 125 | 312 | | | 246 | 146 |
| Iloilo..... | 320 | 138 | 32 | 12 | | | | | | 365 | 156 | 521 | | | 419 | 174 |
| Isabela..... | 67 | 25 | | | | | | | | 67 | 25 | 92 | | | 90 | 29 |
| Laguna..... | 112 | 101 | 22 | 11 | | | | | | 144 | 116 | 260 | | | 169 | 125 |
| Leyte..... | 263 | 113 | 11 | 1 | | | | | | 274 | 114 | 388 | | | 327 | 123 |
| Mindoro..... | 76 | 12 | 2 | | | | | | | 78 | 13 | 91 | | | 95 | 18 |
| Mountain..... | 84 | 24 | 3 | 3 | | | | | | 105 | 39 | 144 | | | 116 | 45 |
| Nueva Ecija..... | 120 | 30 | 5 | 1 | | | | | | 147 | 58 | 205 | | | 130 | 66 |
| Nueva Vizcaya..... | 37 | 21 | 5 | 3 | | | | | | 42 | 27 | 69 | | | 56 | 29 |
| Occidental Negros..... | 241 | 109 | 17 | 2 | | | | | | 254 | 119 | 383 | | | 306 | 133 |

No. 2.—Attainments of Filipino teachers.

The following table shows, by divisions and for the Islands, the scholarship qualifications of all Filipino teachers employed during the school year, 1915-16.

| Division. | Attainments. | | | | | | | | | | Total. |
|-------------------------|--------------|-----|-----|-----|-------|--------|---------|--------|---------|---------------|--------|
| | Grade. | | | | | Year. | | | | | |
| | Under IV. | IV. | V. | VI. | VII. | First. | Second. | Third. | Fourth. | Above fourth. | |
| Manila | 4 | 2 | 7 | 26 | 47 | 142 | 70 | 44 | 17 | 123 | 482 |
| Agusan | | | 3 | 11 | 23 | 18 | 5 | 1 | | 1 | 62 |
| Albay | | | | 5 | 41 | 189 | 25 | 8 | 5 | 6 | 279 |
| Antique | | | | 27 | 53 | 55 | 16 | 7 | 3 | 4 | 165 |
| Bataan | | | | | 1 | 55 | 7 | 4 | | 10 | 77 |
| Batangas | | | | | 26 | 294 | 23 | 13 | 2 | 9 | 367 |
| Bohol | | | 2 | 30 | 114 | 265 | 37 | 20 | 9 | 10 | 487 |
| Bukidnon | | | 5 | 5 | 4 | 13 | 3 | | | 2 | 32 |
| Bulacan | | | | 1 | 10 | 210 | 22 | 11 | 2 | 30 | 286 |
| Cagayan | | | 5 | 6 | 10 | 136 | 20 | 4 | 3 | 28 | 212 |
| Camarines | | | | 1 | 8 | 190 | 20 | 13 | 1 | 8 | 241 |
| Capiz | | | 22 | 105 | 88 | 138 | 24 | 10 | 5 | 15 | 407 |
| Cavite | | | | 4 | 49 | 128 | 22 | 6 | 5 | 14 | 228 |
| Cebu | | | | | 17 | 417 | 30 | 11 | | 27 | 502 |
| Ilocos Norte | | | | 14 | 63 | 187 | 19 | 10 | 2 | 16 | 311 |
| Ilocos Sur | | | | 1 | 8 | 232 | 62 | 32 | 3 | 38 | 376 |
| Iloilo | | | | 42 | 124 | 313 | 51 | 14 | 3 | 27 | 574 |
| Isabela | | | | | 16 | 70 | 12 | 1 | 4 | 8 | 111 |
| Laguna | | | | 3 | 15 | 207 | 30 | 17 | 2 | 11 | 285 |
| Leyte | | | | 5 | 62 | 299 | 38 | 12 | 3 | 10 | 429 |
| Mindoro | | | 2 | 16 | 18 | 56 | 7 | 1 | | 8 | 108 |
| Mountain | 4 | | 3 | 11 | 21 | 72 | 22 | 10 | 2 | 5 | 150 |
| Nueva Ecija | | | 2 | 8 | 52 | 133 | 18 | 10 | 4 | 11 | 238 |
| Nueva Vizcaya | 3 | | | 1 | 11 | 50 | 8 | 3 | | 2 | 78 |
| Occidental Negros | 1 | | 5 | 58 | 118 | 203 | 15 | 7 | 4 | 14 | 425 |
| Oriental Negros | | | 21 | 55 | 65 | 67 | 15 | 8 | 5 | 8 | 244 |
| Palawan | 1 | | | | 4 | 42 | 10 | 2 | | 1 | 60 |
| Pampanga | | | | 3 | 27 | 202 | 17 | 6 | 5 | 21 | 281 |
| Pangasinan | | | | 1 | 13 | 408 | 117 | 32 | 13 | 40 | 624 |
| Rizal | | | 2 | 2 | 4 | 181 | 20 | 6 | 1 | 14 | 230 |
| Samar | | | | 9 | 30 | 200 | 33 | 8 | 6 | 2 | 288 |
| Sorsogon | | | | 1 | 17 | 146 | 21 | 12 | 1 | 3 | 200 |
| Surigao-Misamis | | | 10 | 41 | 87 | 90 | 28 | 14 | 1 | 7 | 278 |
| Tarlac | | | | | 26 | 158 | 26 | 10 | 4 | 10 | 234 |
| Tayabas | | | | 2 | 17 | 247 | 25 | 20 | 10 | 27 | 348 |
| Union | | | | 1 | 7 | 164 | 33 | 24 | 2 | 16 | 247 |
| Zambales | 2 | | | | | 98 | 25 | 9 | 3 | 12 | 149 |
| Normal | | 1 | 1 | 1 | 2 | 9 | 1 | 1 | | 10 | 26 |
| Trade | 1 | | 2 | 3 | 2 | 8 | 1 | 2 | 1 | | 15 |
| General Office | 1 | 1 | | 7 | 3 | 8 | | 1 | | 1 | 22 |
| Total | 17 | 4 | 92 | 506 | 1,303 | 6,094 | 978 | 424 | 131 | 609 | 10,158 |
| Mindanao and Sulu | * 9 | 6 | 14 | 24 | 36 | 113 | 35 | 12 | 3 | 3 | 259 |
| Grand total | 26 | 10 | 106 | 530 | 1,339 | 6,207 | 1,013 | 436 | 134 | 616 | 10,417 |

* Unclassified.

NOTE.—During the past four years the increase in the number of teachers of comparatively high attainments was as follows: First year, 169 per cent; second year, 199 per cent; third year, 275 per cent; fourth and above, 218 per cent.

The above table indicates very clearly the divisions that still have a large proportion of teachers whose scholarship qualifications are unsatisfactory. In this connection a comparison of this table with the following one on municipal teachers' salaries will prove of interest.

No. 3.—*Filipino municipal teachers' salaries.*

The following table shows, by divisions and for the Islands, the number of municipal teachers and their average monthly salaries, March, 1916.

| Division. | Number. | Average salaries. |
|------------------------|---------|-------------------|
| Manila..... | 466 | P53.92 |
| Agusan..... | 34 | 24.65 |
| Albay..... | 254 | 23.58 |
| Antique..... | 143 | 17.57 |
| Bataan..... | 59 | 20.17 |
| Batangas..... | 335 | 21.96 |
| Bohol..... | 444 | 16.41 |
| Bukidnon..... | 7 | 32.14 |
| Bulacan..... | 249 | 22.94 |
| Cagayan..... | 176 | 20.37 |
| Camarines..... | 211 | 21.53 |
| Capiz..... | 366 | 16.16 |
| Cavite..... | 197 | 21.59 |
| Cebu..... | 438 | 24.30 |
| Ilocos Norte..... | 279 | 16.19 |
| Ilocos Sur..... | 312 | 18.47 |
| Iloilo..... | 521 | 20.02 |
| Isabela..... | 92 | 21.26 |
| Laguna..... | 260 | 21.41 |
| Leyte..... | 388 | 19.17 |
| Mindoro..... | 91 | 20.90 |
| Mountain..... | 144 | 33.70 |
| Nueva Ecija..... | 206 | 17.10 |
| Nueva Vizcaya..... | 69 | 21.46 |
| Occidental Negros..... | 383 | 20.97 |
| Oriental Negros..... | 211 | 18.22 |
| Palawan..... | 39 | 18.83 |
| Pampanga..... | 243 | 23.24 |
| Pangasinan..... | 550 | 21.68 |
| Rizal..... | 200 | 25.30 |
| Samar..... | 244 | 18.95 |
| Sorsogon..... | 175 | 24.64 |
| Surigao-Misamis..... | 238 | 21.04 |
| Tarlac..... | 206 | 18.16 |
| Tayabas..... | 309 | 26.10 |
| Union..... | 214 | 16.70 |
| Zambales..... | 128 | 18.61 |
| Normal..... | | |
| Trade..... | | |
| Total..... | 8,880 | 22.42 |
| Mindanao and Sulu..... | 258 | 38.21 |
| Grand total..... | 9,138 | 22.88 |

NOTE.—Excluding data for the schools of the Department of Mindanao and Sulu, the increase in the average monthly salary of municipal teachers was only P0.37. Several divisions, however, made rather substantial increases: Mountain Province, P4.51; Sorsogon, P3.57; Nueva Vizcaya, P2.76; Zambales, P1.91; Rizal, P1.83. Pangasinan, Cebu, and Leyte fell below their March, 1915, averages.

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|-------|-------|-------|-----|-----|--------|--------|--------|----|-------|---------|---------|---------|----|-------|---------|---------|---------|----|
| Mindoro | 2 | 350 | 295 | 277 | 94 | 6 | 214 | 189 | 180 | 96 | 52 | 5,468 | 4,136 | 3,576 | 86 | 58 | 5,682 | 4,325 | 3,756 | 87 |
| Mountain | 1 | 1 | 1 | 1 | 1 | 9 | 399 | 357 | 344 | 93 | 70 | 6,960 | 4,625 | 4,184 | 90 | 74 | 4,982 | 4,628 | 4,184 | 91 |
| Nueva Ecija | 1 | 83 | 69 | 68 | 99 | 4 | 510 | 1,017 | 942 | 98 | 105 | 13,399 | 10,215 | 8,839 | 87 | 116 | 14,989 | 11,527 | 10,068 | 87 |
| Nueva Vizcaya | 1 | 219 | 209 | 200 | 96 | 13 | 1,841 | 1,632 | 1,542 | 94 | 27 | 2,922 | 2,293 | 2,178 | 96 | 32 | 3,620 | 2,798 | 2,675 | 96 |
| Occidental Negros | 1 | 1 | 1 | 1 | 1 | 6 | 1,841 | 1,632 | 1,542 | 94 | 140 | 20,356 | 15,640 | 15,290 | 92 | 154 | 22,416 | 18,481 | 17,032 | 92 |
| Oriental Negros | 1 | 88 | 79 | 76 | 96 | 6 | 839 | 743 | 703 | 96 | 126 | 19,136 | 15,788 | 13,791 | 87 | 133 | 20,068 | 16,620 | 14,570 | 88 |
| Palawan | 1 | 22 | 15 | 15 | 100 | 3 | 189 | 161 | 152 | 94 | 36 | 3,542 | 2,798 | 2,444 | 87 | 40 | 3,753 | 2,974 | 2,611 | 88 |
| Pampanga | 1 | 203 | 182 | 176 | 97 | 11 | 1,426 | 1,284 | 1,209 | 94 | 108 | 16,038 | 12,768 | 11,813 | 93 | 120 | 17,667 | 14,229 | 13,198 | 93 |
| Pangasinan | 1 | 540 | 499 | 487 | 98 | 28 | 3,720 | 3,344 | 3,228 | 97 | 246 | 38,487 | 32,317 | 30,896 | 94 | 275 | 42,747 | 36,160 | 34,101 | 94 |
| Rizal | 1 | 124 | 111 | 107 | 96 | 6 | 1,066 | 1,007 | 965 | 96 | 76 | 12,505 | 10,410 | 9,426 | 91 | 83 | 13,694 | 11,528 | 10,498 | 91 |
| Samar | 1 | 47 | 39 | 37 | 95 | 10 | 1,096 | 879 | 795 | 90 | 150 | 20,370 | 15,043 | 12,450 | 83 | 161 | 21,513 | 15,961 | 13,282 | 83 |
| Sorsogon | 1 | 93 | 76 | 71 | 93 | 5 | 910 | 794 | 730 | 92 | 97 | 13,366 | 10,102 | 8,830 | 87 | 103 | 14,369 | 10,972 | 9,631 | 88 |
| Surigao-Misamis | 2 | 28 | 27 | 25 | 93 | 7 | 835 | 692 | 630 | 91 | 139 | 19,347 | 13,904 | 11,738 | 84 | 148 | 20,210 | 14,623 | 12,393 | 85 |
| Tarlac | 1 | 160 | 132 | 127 | 96 | 6 | 944 | 833 | 791 | 95 | 106 | 13,950 | 11,170 | 10,087 | 90 | 112 | 15,064 | 12,135 | 11,006 | 91 |
| Tayabas | 2 | 231 | 204 | 194 | 96 | 17 | 1,789 | 1,579 | 1,461 | 93 | 109 | 19,139 | 16,889 | 15,444 | 91 | 128 | 21,159 | 18,672 | 17,099 | 92 |
| Union | 1 | 378 | 346 | 336 | 97 | 15 | 1,869 | 1,751 | 1,694 | 97 | 59 | 11,313 | 10,477 | 10,026 | 87 | 75 | 13,560 | 12,574 | 12,056 | 96 |
| Zambales | 1 | 206 | 185 | 179 | 97 | 5 | 746 | 658 | 629 | 96 | 55 | 8,318 | 6,339 | 5,926 | 93 | 61 | 9,269 | 7,182 | 6,734 | 94 |
| Normal | 1 | 825 | 780 | 770 | 99 | 1 | 342 | 325 | 315 | 97 | 1 | 468 | 413 | 384 | 93 | 3 | 1,635 | 1,518 | 1,469 | 97 |
| Trade | 2 | 303 | 263 | 246 | 94 | 1 | 473 | 358 | 344 | 96 | | | | | 3 | 776 | 621 | 580 | 96 | |
| Total | 43 | 9,080 | 8,163 | 7,847 | 96 | 849 | 49,360 | 44,042 | 41,620 | 96 | 4,020 | 568,528 | 462,787 | 415,313 | 90 | 4,412 | 626,968 | 514,982 | 464,780 | 90 |
| Mindanao and Su- | 1 | 19 | 15 | 14 | 93 | 2 | 314 | 275 | 250 | 91 | 123 | 11,242 | 8,000 | 6,151 | 77 | 126 | 11,575 | 8,290 | 6,415 | 77 |
| lu | | | | | | | | | | | | | | | | | | | | |
| Grand total | 44 | 9,099 | 8,168 | 7,861 | 96 | 851 | 49,674 | 44,317 | 41,870 | 94 | 4,143 | 579,770 | 470,787 | 421,464 | 90 | 4,538 | 638,543 | 523,272 | 471,195 | 90 |

NOTE.—Percentage of attendance is based on the relation of average daily attendance to average monthly enrollment.

The above figures, excluding data for the schools of the Department of Mindanao and Sulu, indicate the following increases in the number of schools over the school year 1914-15: Primary, 306; intermediate, 42; secondary, 3; total, 351. In annual enrollment the gains made were: Primary, 18,947; intermediate, 7,554; secondary, 1,523; total, 28,024. The exact increase in the percentage of attendance of all pupils was from 89.46 per cent to 90.25 per cent, or 0.79 per cent. These data show that in only a few divisions was the number of schools or the number of pupils diminished and that the losses were usually small. In the majority of the divisions there were considerable increases in the enrollment of at least one of the three classes of schools.

No. 5.—*Enrollment by grades and sexes.*

The following table shows, by divisions and for the Islands, the enrollment by grades and sexes during the month of August, 1916.

| Division. | Primary grades. | | | | | | Intermediate grades. | | | | | | | | | | | |
|------------------------|-----------------|---------|-------|---------|-------|---------|----------------------|---------|--------|---------|--------|---------|-------|---------|-------|---------|--------|---------|
| | I. | | II. | | III. | | IV. | | Total. | | V. | | VI. | | VII. | | Total. | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| Manila..... | 5,915 | 4,015 | 2,892 | 2,081 | 2,269 | 1,510 | 1,909 | 1,026 | 12,885 | 8,632 | 21,517 | 1,483 | 585 | 788 | 319 | 590 | 188 | 1,092 |
| Agrasan..... | 1,123 | 8,870 | 3,856 | 2,077 | 1,181 | 1,122 | 149 | 55 | 1,809 | 1,254 | 3,063 | 49 | 9 | 20 | 4 | 12 | 4 | 81 |
| Albay..... | 3,543 | 2,529 | 2,022 | 1,363 | 1,413 | 981 | 953 | 528 | 7,931 | 5,401 | 13,332 | 465 | 248 | 287 | 133 | 179 | 75 | 331 |
| Antique..... | 2,567 | 1,880 | 1,214 | 748 | 952 | 473 | 473 | 234 | 5,206 | 3,336 | 8,541 | 257 | 127 | 164 | 49 | 124 | 39 | 543 |
| Bataan..... | 760 | 548 | 453 | 346 | 254 | 142 | 218 | 97 | 1,675 | 1,133 | 2,808 | 110 | 29 | 82 | 16 | 67 | 14 | 249 |
| Batangas..... | 3,988 | 2,612 | 2,372 | 1,414 | 1,833 | 987 | 812 | 334 | 9,005 | 5,227 | 14,232 | 542 | 152 | 307 | 105 | 238 | 57 | 614 |
| Bohol..... | 7,887 | 6,870 | 3,945 | 3,060 | 2,397 | 1,534 | 1,430 | 717 | 15,659 | 11,171 | 26,830 | 709 | 287 | 508 | 188 | 377 | 149 | 1,584 |
| Bukidnon..... | 4,760 | 3,988 | * 229 | * 112 | 181 | 67 | 121 | 25 | 1,291 | 1,572 | 1,863 | 30 | 7 | 9 | | | | 7 |
| Bulacan..... | 4,643 | 3,092 | 1,977 | 1,168 | 1,400 | 638 | 973 | 467 | 8,998 | 5,265 | 14,263 | 660 | 250 | 338 | 130 | 276 | 105 | 1,275 |
| Cagayan..... | 3,666 | 2,665 | 1,642 | 943 | 1,108 | 597 | 811 | 370 | 7,227 | 4,575 | 11,802 | 503 | 194 | 253 | 111 | 196 | 65 | 962 |
| Camarines..... | 3,208 | 2,268 | 1,741 | 1,125 | 1,065 | 572 | 635 | 370 | 6,899 | 4,335 | 11,034 | 313 | 124 | 250 | 101 | 199 | 58 | 782 |
| Capiz..... | 7,286 | 5,654 | 2,495 | 1,715 | 1,852 | 952 | 948 | 498 | 12,531 | 8,863 | 21,444 | 571 | 252 | 311 | 177 | 264 | 109 | 1,146 |
| Cavite..... | 3,239 | 2,587 | 1,500 | 1,111 | 1,373 | 623 | 662 | 398 | 6,434 | 4,724 | 11,158 | 360 | 169 | 185 | 79 | 129 | 71 | 674 |
| Cebu..... | 10,915 | 5,323 | 5,667 | 2,779 | 2,968 | 1,387 | 1,790 | 960 | 21,520 | 10,764 | 32,074 | 1,014 | 298 | 614 | 176 | 457 | 149 | 2,065 |
| Iloco Norte..... | 3,149 | 2,146 | 1,654 | 1,054 | 1,530 | 861 | 1,132 | 593 | 7,957 | 5,546 | 13,503 | 679 | 321 | 464 | 214 | 383 | 161 | 1,436 |
| Ilocoos Sur..... | 5,191 | 3,160 | 2,880 | 1,548 | 2,327 | 1,097 | 1,427 | 649 | 11,935 | 6,454 | 18,389 | 708 | 242 | 464 | 148 | 467 | 142 | 1,689 |
| Iloilo..... | 8,425 | 6,853 | 3,626 | 2,687 | 2,593 | 1,249 | 1,849 | 970 | 16,636 | 12,122 | 28,758 | 1,129 | 488 | 849 | 325 | 649 | 206 | 2,737 |
| Isabela..... | 2,013 | 1,507 | 771 | 665 | 608 | 296 | 207 | 3,855 | 2,475 | 4,930 | 1,153 | 485 | 66 | 112 | 40 | 98 | 21 | 358 |
| Laguna..... | 4,079 | 3,328 | 1,868 | 1,334 | 1,305 | 846 | 754 | 428 | 7,996 | 5,596 | 13,592 | 506 | 192 | 415 | 196 | 289 | 127 | 1,210 |
| Leyte..... | 10,670 | 8,487 | 3,926 | 3,000 | 2,296 | 1,397 | 1,968 | 819 | 13,260 | 13,703 | 31,963 | 734 | 343 | 556 | 380 | 165 | 1,670 | 766 |
| Mindoro..... | 1,512 | 1,169 | 668 | 389 | 347 | 213 | 201 | 120 | 2,718 | 1,891 | 4,609 | 94 | 50 | 70 | 16 | 27 | 2 | 191 |
| Mountain..... | 3,142 | 780 | 910 | 207 | 390 | 107 | 266 | 108 | 4,708 | 1,202 | 5,910 | 134 | 43 | 117 | 33 | 109 | 21 | 360 |
| Nueva Ecija..... | 8,788 | 8,003 | 1,540 | 940 | 1,062 | 507 | 706 | 263 | 7,093 | 4,713 | 11,749 | 409 | 116 | 288 | 66 | 248 | 41 | 960 |
| Nueva Vizcaya..... | 5,615 | 3,323 | 824 | 269 | 279 | 171 | 341 | 162 | 1,459 | 915 | 2,374 | 113 | 59 | 97 | 49 | 87 | 35 | 297 |
| Occidental Negros..... | 5,128 | 4,262 | 3,118 | 2,353 | 2,202 | 1,384 | 1,501 | 785 | 11,949 | 8,794 | 20,743 | 614 | 275 | 449 | 178 | 317 | 106 | 1,390 |
| Eastern Negros..... | 1,389 | 1,062 | 558 | 400 | 400 | 200 | 200 | 100 | 1,000 | 700 | 1,700 | 100 | 50 | 100 | 50 | 50 | 25 | 250 |
| Palawan..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Pangasinan..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Rizal..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Samar..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Sarangani..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Sourabaya..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Tarlac..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Tausug..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Union..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |
| Zamboanga..... | 1,000 | 500 | 250 | 150 | 150 | 75 | 75 | 37 | 500 | 250 | 750 | 250 | 125 | 125 | 125 | 125 | 125 | 125 |

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|---------|---------|--------|--------|--------|--------|--------|--------|---------|---------|---------|--------|-------|--------|-------|-------|-------|--------|--------|--------|
| Oriental Negros | 6,523 | 4,747 | 2,309 | 1,641 | 1,394 | 844 | 651 | 385 | 10,877 | 7,617 | 18,494 | 314 | 157 | 236 | 104 | 144 | 60 | 694 | 321 | 1,015 |
| Palawan | 1,062 | 541 | 2,532 | 224 | 1,382 | 154 | 159 | 62 | 2,155 | 981 | 3,136 | 92 | 16 | 43 | 3 | 31 | 5 | 166 | 24 | 1,190 |
| Pangasinan | 4,654 | 3,021 | 1,857 | 997 | 1,394 | 608 | 907 | 367 | 8,812 | 4,993 | 13,806 | 542 | 166 | 339 | 107 | 341 | 71 | 1,222 | 344 | 1,566 |
| Pangasinan | 8,441 | 7,063 | 4,960 | 3,498 | 3,707 | 2,050 | 2,474 | 1,169 | 19,482 | 13,775 | 33,257 | 1,221 | 406 | 842 | 299 | 698 | 219 | 2,761 | 923 | 3,684 |
| Rizal | 3,623 | 2,566 | 1,722 | 981 | 1,135 | 550 | 792 | 349 | 7,272 | 4,446 | 11,718 | 453 | 169 | 316 | 116 | 209 | 62 | 2,978 | 347 | 1,825 |
| Samar | 7,080 | 5,543 | 2,317 | 1,615 | 1,064 | 580 | 813 | 407 | 11,214 | 8,145 | 19,859 | 414 | 160 | 258 | 90 | 127 | 48 | 799 | 298 | 1,097 |
| Sorsogon | 4,858 | 3,445 | 1,468 | 995 | 969 | 490 | 577 | 248 | 7,872 | 5,178 | 13,045 | 310 | 100 | 191 | 50 | 152 | 58 | 653 | 208 | 1,861 |
| Surigao-Misamis | 4,690 | 4,068 | 1,934 | 1,716 | 1,100 | 784 | 807 | 519 | 8,531 | 7,067 | 15,618 | 341 | 149 | 166 | 64 | 106 | 64 | 613 | 277 | 890 |
| Tarlac | 3,555 | 2,838 | 1,513 | 1,032 | 1,157 | 546 | 753 | 259 | 6,978 | 4,675 | 11,653 | 461 | 96 | 281 | 78 | 188 | 61 | 925 | 237 | 1,162 |
| Tayabas | 5,020 | 3,712 | 3,031 | 1,956 | 1,832 | 992 | 1,301 | 596 | 11,134 | 7,255 | 18,439 | 565 | 233 | 399 | 157 | 337 | 88 | 1,301 | 478 | 1,779 |
| Union | 2,631 | 1,660 | 1,818 | 951 | 1,592 | 802 | 1,433 | 648 | 7,474 | 4,061 | 11,535 | 598 | 255 | 461 | 149 | 373 | 105 | 1,432 | 509 | 1,941 |
| Zambales | 2,474 | 1,882 | 749 | 496 | 584 | 297 | 352 | 173 | 4,158 | 2,848 | 7,006 | 229 | 63 | 161 | 58 | 125 | 41 | 615 | 162 | 1,677 |
| Normal | 68 | 44 | 62 | 52 | 76 | 38 | 74 | 41 | 280 | 175 | 455 | 62 | 58 | 65 | 44 | 63 | 46 | 190 | 148 | 338 |
| Total | 161,769 | 117,326 | 74,423 | 49,170 | 50,148 | 27,736 | 33,031 | 16,091 | 319,371 | 210,823 | 529,694 | 17,951 | 6,960 | 11,761 | 4,435 | 9,046 | 3,039 | 38,768 | 14,434 | 53,192 |
| Mindanao and Sulu | 5,640 | 2,162 | 1,566 | 563 | 803 | 355 | 308 | 118 | 8,317 | 3,198 | 11,515 | 158 | 33 | 85 | 22 | 68 | 20 | 311 | 75 | 396 |
| Grand total | 167,409 | 119,488 | 76,989 | 49,733 | 50,951 | 28,091 | 33,339 | 16,209 | 327,688 | 213,621 | 541,209 | 18,109 | 6,993 | 11,846 | 4,457 | 9,114 | 3,059 | 39,069 | 14,509 | 53,578 |

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| | | | | | | | | | | | | | |
|------------------------|-------|-------|-------|-----|-------|-----|-----|-----|-------|--------|---------|---------|---------|
| Samar..... | 44 | 5 | 20 | 3 | | | | 64 | 8 | 72 | 12,077 | 8,451 | 20,528 |
| Sorsogon..... | 90 | 25 | 15 | 5 | | | | 106 | 30 | 135 | 8,630 | 5,411 | 14,041 |
| Surigao-Misamis..... | 35 | 15 | | | | | | 52 | 12 | 64 | 9,196 | 7,376 | 16,572 |
| Tarlac..... | 112 | 30 | 59 | 4 | 6 | 25 | 4 | 176 | 25 | 201 | 8,079 | 4,937 | 13,016 |
| Tayabas..... | 112 | 30 | 59 | 4 | 6 | 40 | 2 | 234 | 41 | 275 | 12,719 | 7,774 | 20,493 |
| Union..... | 210 | 47 | 71 | 5 | 49 | 5 | 24 | 354 | 60 | 414 | 9,280 | 4,890 | 13,980 |
| Zambales..... | 83 | 15 | 40 | 3 | | | | 144 | 18 | 162 | 4,817 | 3,028 | 7,845 |
| Normal..... | 42 | 50 | 110 | 118 | 149 | 64 | 85 | 396 | 285 | 671 | 8,506 | 5,908 | 14,414 |
| Total..... | 4,833 | 1,149 | 1,911 | 364 | 1,248 | 206 | 822 | 149 | 1,868 | 10,682 | 366,843 | 226,625 | 593,468 |
| Mindanao and Sulu..... | 18 | | | | | | | 18 | | 18 | 8,646 | 3,273 | 11,919 |
| Grand total..... | 4,851 | 1,149 | 1,911 | 364 | 1,248 | 206 | 822 | 149 | 1,868 | 10,700 | 375,489 | 229,898 | 605,487 |

* In Bukidnon the second-grade enrollment for October is included, as this grade was on vacation during August and September, 1916.

NOTE.—The highest monthly enrollment of the school year was for August, 1916. The figures for that month are therefore used here.

The above data indicate a gain over corresponding figures for September, 1916, of 35,444 in the enrollment of primary pupils. The most notable feature of this increase is that the percentage of gain is successively greater from the first grade to the fourth. These percentages for boys and girls respectively are: Grade I, 6 per cent and 3 per cent; Grade II, 7 per cent and 7 per cent; Grade III, 13 per cent and 15 per cent; Grade IV, 14 per cent and 23 per cent. Another point deserving attention is that in the third and fourth grades the per cent of gain in the number of girls is greater than that of the boys.

The intermediate attendance as compared with that of the previous school year shows a gain of 7,472 or 16 per cent. The highest rate of gain is found in the seventh grade and the lowest in the sixth. In every grade the percentage of increase in the number of girls was greater than that of the boys as shown by the following figures for boys and girls respectively: Grade V, 17 per cent and 18 per cent; Grade VI, 8 per cent and 18 per cent; Grade VII, 22 per cent and 23 per cent. This proportionally larger increase in girls is in part accounted for by the establishment of many new intermediate schools, which brought educational opportunity to the girls, whose parents often refuse to permit them to attend schools in other towns. It is also probable that intermediate instruction for girls is growing in popularity.

Compared with September, 1915, the secondary enrollment for August 1916 showed a gain of 28 per cent. The highest rate of gain was found in the first year and the lowest in the second. The enrollment of girls increased at a higher rate than that of the boys in the first and the fourth years, in both of which a gain of more than fifty per cent was made. The respective rates of gain for boys and girls were as follows: First year, 30 per cent and 51 per cent; second year, 16 per cent and 9 per cent; third year, 32 per cent and 25 per cent; fourth year, 23 per cent and 54 per cent.

No. 6.—*Enrollment of intermediate pupils by courses.*

The following table shows, by divisions and for the Islands, the enrollment of intermediate pupils by courses, based on monthly enrollment, March, 1916.

| Division. | Grade V. | | | | | | | | | | Grade VI. | | | | | | | | | | | | | | | | | | |
|------------------------|----------|---------|-----------|---------|--------|---------|----------------|---------|-------------------------------|---------|----------------|---------|--------|---------|----------|---------|-----------|---------|--------|---------|----------------|---------|-------------------------------|---------|----------------|---------|--------|---------|-------|
| | General. | | Teaching. | | Trade. | | Farming, male. | | Housekeeping arts, female. | | Busi- ness. | | Total. | | General. | | Teaching. | | Trade. | | Farming, male. | | Housekeeping arts, female. | | Busi- ness. | | Total. | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manila..... | 851 | 124 | ..... | ..... | ..... | ..... | ..... | ..... | 241 | ..... | ..... | ..... | 851 | 365 | 1,216 | 523 | 58 | ..... | ..... | ..... | ..... | ..... | ..... | 149 | ..... | ..... | 523 | 207 | 730 |
| Agusan..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | ..... | ..... | ..... | 28 | 5 | 33 | 122 | 12 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 5 | 17 |
| Albay..... | 207 | 19 | 27 | 14 | 38 | ..... | ..... | ..... | 71 | ..... | ..... | ..... | 343 | 157 | 500 | 122 | 37 | 33 | 9 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | 206 | 75 | 281 |
| Antique..... | 134 | 9 | 43 | 21 | 17 | ..... | ..... | ..... | 34 | ..... | ..... | ..... | 194 | 64 | 258 | 69 | 8 | 30 | 13 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | 186 | 45 | 181 |
| Bataan..... | 40 | 11 | 54 | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 94 | 18 | 112 | 34 | 12 | 32 | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 66 | 21 | 87 |
| Batangas..... | 277 | 12 | 8 | 15 | 28 | ..... | ..... | ..... | 22 | ..... | ..... | ..... | 335 | 114 | 449 | 189 | 18 | 8 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 236 | 56 | 292 |
| Bohol..... | 492 | 51 | ..... | ..... | 58 | ..... | ..... | ..... | 11 | ..... | ..... | ..... | 575 | 214 | 789 | 397 | 111 | ..... | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 435 | 166 | 601 |
| Bukidnon..... | 385 | 61 | ..... | ..... | 25 | ..... | ..... | ..... | 100 | ..... | ..... | ..... | 410 | 161 | 571 | 284 | 35 | ..... | 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 315 | 109 | 424 |
| Bulacan..... | 143 | 27 | 147 | ..... | 79 | ..... | ..... | ..... | 127 | ..... | ..... | ..... | 369 | 154 | 523 | 97 | 12 | 66 | 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 220 | 83 | 303 |
| Cagayan..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Camarines..... | 153 | 51 | 105 | 18 | 27 | ..... | ..... | ..... | 47 | ..... | ..... | ..... | 285 | 116 | 401 | 167 | 30 | 56 | 17 | 13 | ..... | ..... | ..... | ..... | ..... | ..... | 236 | 75 | 311 |
| Capiz..... | ..... | ..... | 288 | 88 | 59 | ..... | ..... | ..... | 63 | ..... | ..... | ..... | 410 | 213 | 623 | ..... | ..... | 46 | 46 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 273 | 127 | 400 |
| Cavite..... | 118 | 30 | 27 | 8 | ..... | ..... | ..... | ..... | 34 | ..... | ..... | ..... | 222 | 104 | 326 | 70 | 25 | 20 | 34 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 153 | 74 | 227 |
| Cebu..... | 369 | 29 | 246 | 80 | 87 | ..... | ..... | ..... | 102 | ..... | ..... | ..... | 702 | 211 | 913 | 266 | 3 | 195 | 65 | 44 | ..... | ..... | ..... | ..... | ..... | ..... | 505 | 162 | 667 |
| Ilocos Norte..... | 88 | 15 | 283 | 114 | 38 | ..... | ..... | ..... | 59 | ..... | ..... | ..... | 468 | 202 | 670 | 104 | 43 | 212 | 84 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | 418 | 179 | 597 |
| Ilocos Sur..... | 386 | 3 | 46 | ..... | 37 | ..... | ..... | ..... | 96 | ..... | ..... | ..... | 562 | 201 | 763 | 285 | ..... | 49 | 51 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 473 | 145 | 618 |
| Iloilo..... | 391 | 109 | 577 | 131 | 82 | ..... | ..... | ..... | 133 | ..... | ..... | ..... | 960 | 373 | 1,323 | 132 | 59 | 490 | 98 | 77 | ..... | ..... | ..... | ..... | ..... | ..... | 769 | 260 | 1,019 |
| Isabela..... | 64 | ..... | 52 | 13 | 28 | ..... | ..... | ..... | 35 | ..... | ..... | ..... | 144 | 48 | 192 | 70 | ..... | 39 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 135 | 25 | 160 |
| Laguna..... | 428 | 156 | ..... | ..... | 22 | ..... | ..... | ..... | 40 | ..... | ..... | ..... | 450 | 196 | 646 | 291 | 102 | ..... | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 311 | 138 | 449 |
| Leyte..... | 575 | 130 | ..... | ..... | 30 | ..... | ..... | ..... | 161 | ..... | ..... | ..... | 605 | 291 | 896 | 220 | ..... | 88 | 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 414 | 178 | 592 |
| Mindoro..... | 91 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 23 | ..... | ..... | ..... | 91 | 23 | 114 | 46 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 46 | 5 | 51 |
| Mountain..... | 116 | 33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 116 | 33 | 149 | 99 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 99 | 20 | 119 |
| Nueva Ecija..... | 155 | 29 | 46 | ..... | 49 | ..... | ..... | ..... | 38 | ..... | ..... | ..... | 288 | 67 | 355 | 123 | 21 | 59 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 251 | 50 | 301 |
| Nueva Vizcaya..... | 66 | 30 | ..... | ..... | 38 | ..... | ..... | ..... | 35 | ..... | ..... | ..... | 104 | 38 | 169 | ..... | ..... | 70 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 108 | 43 | 151 |
| Occidental Negros..... | 108 | 48 | 315 | 108 | 145 | ..... | ..... | ..... | 67 | ..... | ..... | ..... | 568 | 223 | 791 | 59 | 18 | 176 | 37 | 113 | ..... | ..... | ..... | ..... | ..... | ..... | 348 | 117 | 466 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|-------|-------|-------|-----|-------|----|-----|-------|-----|--------|-------|--------|-------|-------|-------|-----|-----|-------|-------|---|--------|-------|----|
| Oriental Negros | 119 | 26 | 76 | 28 | 25 | 33 | 72 | 253 | 126 | 379 | 48 | 49 | 21 | 19 | 27 | 44 | 143 | 66 | 208 | | | | |
| Palawan | 42 | 3 | | | 12 | | 5 | 5 | 8 | 52 | 23 | | | 9 | | 4 | 41 | 4 | 45 | | | | |
| Pampanga | 344 | 105 | | | 47 | | 21 | 391 | 126 | 517 | 232 | 50 | 80 | | | 23 | 381 | 73 | 434 | | | | |
| Pangasinan | 873 | 213 | | | 53 | 50 | 142 | 976 | 355 | 1,311 | 683 | 141 | | 41 | 40 | 116 | 764 | 257 | 1,021 | | | | |
| Rizal | 259 | 76 | 57 | 14 | 28 | 13 | 29 | 344 | 132 | 476 | 146 | 26 | 31 | 2 | 34 | 20 | 211 | 62 | 273 | | | | |
| Samar | 245 | 83 | | | 22 | | 18 | 267 | 101 | 368 | 162 | 54 | | 15 | | 13 | 177 | 67 | 244 | | | | |
| Sorsogon | 166 | 37 | | | 85 | | 24 | 251 | 61 | 312 | 163 | 30 | | 18 | | 31 | 191 | 6 | 242 | | | | |
| Surigao-Misamis | 196 | 43 | | | 43 | | 54 | 239 | 97 | 336 | 88 | 35 | | 40 | | 48 | 128 | 78 | 266 | | | | |
| Tarlac | 266 | 3 | | | 33 | | 70 | 299 | 73 | 372 | 156 | 4 | | 16 | | 54 | 172 | 58 | 230 | | | | |
| Tayabas | 397 | 43 | | | 53 | | 149 | 450 | 192 | 642 | 324 | 32 | | 73 | | 81 | 397 | 113 | 510 | | | | |
| Union | 461 | 13 | 71 | 10 | 40 | | 179 | 572 | 202 | 774 | 351 | 9 | 42 | 29 | | 109 | 422 | 118 | 540 | | | | |
| Zambales | 127 | 62 | | | 28 | 36 | 19 | 191 | 81 | 272 | 111 | 47 | | | 41 | | 152 | 47 | 199 | | | | |
| Normal | 62 | 42 | | | | | | 62 | 42 | 104 | 62 | 45 | | | | | 62 | 45 | 107 | | | | |
| Trade | | | | | 106 | | | 106 | | 106 | | | | 106 | | | 106 | | 106 | | | | |
| Total | 9,094 | 1,726 | 2,488 | 674 | 1,462 | 13 | 543 | 2,784 | 43 | 17,630 | 5,214 | 18,844 | 6,265 | 1,085 | 2,030 | 14 | 469 | 1,882 | 35 | 7 | 9,997 | 3,413 | 41 |
| Mindanao and Sulu | 22 | 10 | 41 | 17 | 23 | | | 86 | 27 | 113 | 16 | 8 | 30 | 11 | 23 | | 69 | 19 | 88 | | | | |
| Grand total | 9,116 | 1,736 | 2,529 | 691 | 1,485 | 13 | 543 | 2,784 | 43 | 17,716 | 5,241 | 18,957 | 6,281 | 1,093 | 2,060 | 14 | 469 | 1,882 | 35 | 7 | 10,066 | 3,432 | 48 |

No. 6.—Enrollment of intermediate pupils by courses—Continued.

| Division. | Grade VII. | | | | | | | | | | Total for the grades. | | | | | | | | | | | | | | | | | |
|--------------------|------------|---------|-----------|---------|--------|---------|----------------|---------|-------------------------------|---------|-----------------------|---------|--------|---------|----------|---------|-----------|---------|--------|---------|----------------|---------|-------------------------------|---------|----------------|---------|--------|---------|
| | General. | | Teaching. | | Trade. | | Farming, male. | | Housekeeping arts, female. | | Busi- ness. | | Total. | | General. | | Teaching. | | Trade. | | Farming, male. | | Housekeeping arts, female. | | Busi- ness. | | Total. | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manila. | 298 | 48 | 8 | 1 | | | | | 67 | | 298 | 115 | 413 | 1,672 | 230 | 40 | 11 | | | | | 8 | 457 | | 1,672 | 687 | 2,359 | |
| Agusan. | 92 | 21 | 29 | 5 | 18 | 15 | 37 | 15 | | | 84 | 63 | 217 | 421 | 77 | 89 | 28 | 86 | | | | 107 | 190 | | 703 | 296 | 998 | |
| Albay. | 32 | 35 | 10 | 19 | | | | | | | 164 | 25 | 111 | 235 | 17 | 108 | 44 | 73 | | | | 73 | | | 416 | 134 | 550 | |
| Antique. | 33 | 12 | 30 | 5 | | | | | | | 86 | 17 | 80 | 107 | 35 | 116 | 21 | | | | | | | | 223 | 56 | 279 | |
| Bataan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Batangas. | 136 | 3 | 11 | 1 | 15 | 30 | 49 | | | | 192 | 53 | 245 | 602 | 38 | 27 | 24 | 57 | | | | 77 | 166 | | 763 | 223 | 986 | |
| Bohol. | 256 | 53 | | | 32 | | 28 | | | | 298 | 81 | 369 | 1,145 | 215 | | 128 | 25 | 246 | | | 23 | 246 | | 1,298 | 461 | 1,759 | |
| Bukidnon. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bulacan. | 144 | 20 | 20 | | 13 | 42 | 49 | 5 | | | 5 | 69 | 246 | 813 | 116 | 20 | 69 | | | | | 223 | | | 902 | 339 | 1,241 | |
| Cagayan. | 66 | 10 | 39 | 42 | 42 | 42 | 49 | | | | 147 | 59 | 206 | 306 | 49 | 252 | 178 | | | | | 247 | | | 736 | 296 | 1,032 | |
| Camarines. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capiz. | 91 | 21 | 75 | 24 | 15 | | 21 | | | | 181 | 66 | 247 | 411 | 102 | 236 | 59 | 55 | | | | 96 | | | 702 | 257 | 959 | |
| Cavite. | 52 | 18 | 21 | 2 | 31 | 31 | 48 | | | | 123 | 60 | 183 | 240 | 73 | 68 | 18 | 136 | | | | 97 | 254 | | 806 | 400 | 1,206 | |
| Cebu. | 86 | 33 | 200 | 43 | 22 | 22 | 24 | | | | 120 | 57 | 177 | 240 | 73 | 68 | 18 | 93 | | | | 93 | 108 | | 496 | 235 | 730 | |
| Ilocos Norte. | 131 | 17 | 27 | 40 | 29 | 63 | 31 | | | | 308 | 100 | 408 | 721 | 65 | 641 | 188 | 183 | | | | 220 | | | 1,515 | 413 | 1,928 | |
| Ilocos Sur. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Iloilo. | 258 | 50 | 37 | 6 | 29 | 48 | 115 | | | | 372 | 121 | 493 | 929 | 3 | 132 | 6 | 117 | | | | 229 | 458 | | 1,407 | 467 | 1,874 | |
| Isabela. | 47 | 17 | 3 | 3 | 21 | 21 | 26 | | | | 472 | 152 | 624 | 533 | 180 | 146 | 294 | 202 | | | | 311 | | | 2,181 | 785 | 2,966 | |
| Laguna. | 210 | 64 | | | 13 | 13 | 31 | | | | 56 | 29 | 114 | 181 | 108 | 19 | 75 | | | | | 83 | | | 384 | 102 | 486 | |
| Leyte. | 154 | | 80 | | 44 | 53 | 114 | | | | 223 | 95 | 318 | 929 | 322 | 55 | 55 | | | | | 107 | | | 984 | 424 | 1,413 | |
| Mindoro. | | | | | | | | | | | | | | | | | | | | | | | | | 1,360 | 583 | 1,933 | |
| Mountain. | 22 | 13 | | | | | 3 | | | | 22 | 3 | 25 | 159 | 66 | 106 | 94 | | | | | 31 | | | 159 | 31 | 190 | |
| Nueva Ecija. | 65 | 16 | | | 23 | 74 | 28 | | | | 65 | 13 | 78 | 280 | 66 | 106 | 94 | | | | | 96 | | | 290 | 66 | 346 | |
| Nueva Vizcaya. | 140 | | | | | | | | | | 237 | 44 | 281 | 418 | 66 | 106 | 94 | | | | | 169 | | | 776 | 161 | 937 | |
| Occidental Negros. | 32 | 15 | 92 | 18 | 64 | | 31 | | | | 66 | 27 | 93 | 60 | 123 | 89 | 89 | | | | | 106 | | | 278 | 135 | 413 | |
| | | | | | | | | | | | 188 | 64 | 252 | 199 | 81 | 583 | 163 | 322 | | | | | 160 | | 1,104 | 404 | 1,508 | |

No. 7.—*Enrollment, pupils dropped, and percentages of pupils dropped.*

The following table shows, by divisions and for the Islands, the total annual enrollment, March enrollment, the number of pupils dropped, and the percentages of pupils dropped based on the annual enrollment for the school year, 1915-16.

| Division. | Grade I. | | | | Grade II. | | | | Grade III. | | | | Grade IV. | | | | Grade V. | | | |
|-------------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|
| | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. |
| Manila | 5,515 | 4,823 | 692 | 13 | 5,889 | 5,073 | 766 | 13 | 4,444 | 3,600 | 844 | 19 | 2,254 | 1,808 | 446 | 20 | 1,430 | 1,216 | 214 | 15 |
| Agusan | 2,058 | 1,664 | 494 | 24 | 721 | 644 | 177 | 25 | 434 | 308 | 126 | 29 | 214 | 155 | 59 | 28 | 38 | 33 | 5 | 13 |
| Albay | 5,965 | 3,971 | 1,994 | 33 | 3,649 | 2,499 | 1,060 | 30 | 2,341 | 1,649 | 692 | 30 | 1,377 | 1,066 | 321 | 23 | 646 | 500 | 146 | 23 |
| Anique | 4,413 | 3,062 | 1,351 | 31 | 2,148 | 1,588 | 560 | 26 | 1,176 | 863 | 313 | 27 | 641 | 515 | 126 | 20 | 311 | 258 | 53 | 17 |
| Bataan | 2,071 | 1,526 | 545 | 26 | 570 | 1,506 | 164 | 24 | 408 | 316 | 92 | 23 | 251 | 200 | 51 | 20 | 138 | 112 | 26 | 19 |
| Batangas | 11,980 | 9,107 | 2,873 | 24 | 4,206 | 3,452 | 754 | 18 | 2,259 | 1,810 | 449 | 20 | 1,109 | 962 | 157 | 14 | 534 | 449 | 85 | 16 |
| Bohol | 16,663 | 13,476 | 3,187 | 19 | 7,063 | 5,603 | 1,480 | 21 | 3,479 | 2,581 | 898 | 26 | 1,832 | 1,623 | 409 | 21 | 924 | 789 | 135 | 15 |
| Bukidnon | 1,062 | 866 | 206 | 19 | 376 | 306 | 71 | 19 | 220 | 169 | 51 | 23 | 107 | 81 | 26 | 24 | 24 | 11 | 13 | 64 |
| Bulacan | 3,631 | 6,863 | 1,748 | 20 | 3,287 | 2,697 | 690 | 21 | 2,186 | 1,763 | 433 | 20 | 1,408 | 1,172 | 231 | 16 | 676 | 571 | 105 | 16 |
| Cagayan | 7,175 | 6,579 | 1,596 | 22 | 2,922 | 2,254 | 668 | 23 | 1,842 | 1,407 | 435 | 21 | 1,214 | 962 | 252 | 21 | 628 | 523 | 105 | 17 |
| Camarinés | 7,017 | 4,509 | 2,508 | 36 | 3,355 | 2,241 | 1,114 | 33 | 1,626 | 1,080 | 546 | 34 | 1,038 | 701 | 337 | 32 | 592 | 401 | 191 | 32 |
| Capiz | 16,866 | 13,169 | 3,706 | 22 | 4,545 | 3,403 | 1,142 | 25 | 2,528 | 1,919 | 609 | 24 | 1,494 | 1,226 | 268 | 18 | 729 | 623 | 106 | 15 |
| Cavite | 6,788 | 6,217 | 1,541 | 23 | 2,831 | 2,237 | 594 | 21 | 1,383 | 1,093 | 290 | 21 | 940 | 776 | 164 | 17 | 419 | 326 | 93 | 22 |
| Cebu | 18,983 | 13,553 | 5,430 | 29 | 6,996 | 5,325 | 1,671 | 24 | 3,776 | 2,840 | 936 | 25 | 2,180 | 1,764 | 426 | 20 | 1,046 | 913 | 133 | 13 |
| Ilocos Norte | 6,357 | 4,882 | 1,475 | 23 | 3,785 | 3,283 | 532 | 14 | 2,242 | 1,926 | 316 | 14 | 1,293 | 1,190 | 103 | 8 | 716 | 670 | 46 | 6 |
| Ilocos Sur | 9,341 | 8,140 | 1,201 | 13 | 4,417 | 3,937 | 480 | 11 | 2,863 | 2,576 | 278 | 10 | 1,732 | 1,573 | 159 | 9 | 844 | 763 | 81 | 10 |
| Iloilo | 16,815 | 12,396 | 4,419 | 26 | 6,513 | 4,783 | 1,730 | 27 | 4,642 | 3,284 | 1,358 | 29 | 3,347 | 2,437 | 910 | 27 | 1,761 | 1,323 | 438 | 24 |
| Isabela | 4,264 | 2,706 | 1,558 | 37 | 1,607 | 976 | 631 | 36 | 1,045 | 729 | 316 | 30 | 706 | 504 | 202 | 29 | 254 | 192 | 62 | 24 |
| Laguna | 7,342 | 6,659 | 1,783 | 24 | 3,208 | 2,497 | 711 | 22 | 1,764 | 1,450 | 314 | 18 | 1,106 | 928 | 177 | 16 | 765 | 646 | 109 | 14 |
| Leyte | 19,586 | 12,201 | 7,385 | 38 | 6,977 | 4,572 | 2,405 | 34 | 3,696 | 2,258 | 1,438 | 39 | 1,977 | 1,389 | 588 | 30 | 1,166 | 896 | 260 | 22 |
| Mindoro | 3,605 | 2,848 | 757 | 21 | 1,079 | 918 | 161 | 15 | 482 | 398 | 94 | 19 | 292 | 223 | 69 | 24 | 133 | 114 | 19 | 14 |
| Mountain | 4,377 | 3,663 | 814 | 19 | 1,783 | 680 | 163 | 20 | 467 | 358 | 79 | 17 | 323 | 270 | 53 | 16 | 183 | 149 | 34 | 19 |
| Nueva Ecija | 3,196 | 6,536 | 2,563 | 31 | 2,787 | 2,148 | 639 | 23 | 1,501 | 1,131 | 370 | 25 | 913 | 739 | 174 | 19 | 492 | 355 | 137 | 28 |
| Nueva Vizcaya | 1,168 | 748 | 420 | 36 | 724 | 626 | 158 | 20 | 534 | 421 | 113 | 21 | 436 | 363 | 73 | 17 | 220 | 169 | 51 | 23 |
| Occidental Negros | 9,486 | 5,860 | 3,626 | 38 | 5,591 | 3,897 | 1,694 | 30 | 3,065 | 2,231 | 834 | 27 | 2,214 | 1,648 | 566 | 26 | 1,011 | 791 | 220 | 22 |
| Oriental Negros | 12,545 | 9,837 | 2,708 | 22 | 3,946 | 3,089 | 857 | 22 | 1,877 | 1,441 | 436 | 23 | 768 | 607 | 161 | 21 | 467 | 379 | 88 | 19 |
| Palawan | 2,100 | 1,602 | 498 | 24 | 786 | 633 | 152 | 19 | 425 | 326 | 99 | 23 | 232 | 189 | 43 | 19 | 88 | 62 | 26 | 30 |

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|---------|---------|--------|----|---------|---------|--------|----|--------|--------|--------|----|--------|--------|-------|----|--------|--------|-------|----|
| Pampanga | 9,118 | 6,458 | 2,660 | 29 | 3,613 | 2,688 | 955 | 25 | 1,929 | 1,482 | 517 | 26 | 1,308 | 1,048 | 240 | 20 | 842 | 517 | 125 | 19 |
| Pangasinan | 20,859 | 15,768 | 4,921 | 24 | 8,811 | 7,201 | 1,610 | 18 | 5,869 | 4,607 | 1,202 | 21 | 3,178 | 2,635 | 532 | 16 | 1,633 | 1,331 | 304 | 19 |
| Rizal | 7,069 | 5,027 | 2,042 | 29 | 2,849 | 2,203 | 646 | 23 | 1,607 | 1,283 | 324 | 20 | 960 | 794 | 186 | 19 | 533 | 476 | 51 | 11 |
| Sumar | 13,343 | 9,400 | 3,943 | 30 | 4,106 | 2,730 | 1,376 | 34 | 1,744 | 1,125 | 619 | 35 | 1,177 | 755 | 422 | 36 | 573 | 368 | 205 | 36 |
| Sorsogon | 8,501 | 5,532 | 2,959 | 35 | 2,683 | 1,799 | 884 | 33 | 1,309 | 831 | 478 | 37 | 873 | 620 | 253 | 29 | 409 | 312 | 205 | 36 |
| Surigao-Misamis | 11,771 | 7,526 | 4,245 | 86 | 4,135 | 2,802 | 1,333 | 32 | 2,160 | 1,365 | 795 | 33 | 1,281 | 909 | 372 | 29 | 482 | 336 | 176 | 27 |
| Tarlac | 8,331 | 6,378 | 1,953 | 23 | 3,076 | 2,546 | 530 | 17 | 1,529 | 1,274 | 255 | 17 | 1,014 | 868 | 146 | 14 | 451 | 372 | 179 | 18 |
| Tayabas | 9,931 | 7,863 | 2,068 | 21 | 4,765 | 3,833 | 932 | 20 | 2,639 | 2,055 | 584 | 22 | 1,804 | 1,416 | 388 | 22 | 800 | 642 | 158 | 20 |
| Union | 4,466 | 3,816 | 650 | 15 | 2,920 | 2,673 | 247 | 8 | 2,197 | 1,965 | 232 | 11 | 1,730 | 1,532 | 148 | 9 | 855 | 774 | 81 | 9 |
| Zambales | 5,468 | 4,176 | 1,292 | 24 | 1,427 | 1,127 | 300 | 21 | 943 | 685 | 258 | 27 | 480 | 371 | 109 | 23 | 340 | 272 | 63 | 20 |
| Normal | 123 | 103 | 20 | 16 | 124 | 107 | 17 | 14 | 111 | 96 | 15 | 14 | 110 | 90 | 20 | 18 | 114 | 104 | 10 | 9 |
| Trade | | | | | | | | | | | | | | | | | 172 | 106 | 66 | 38 |
| Total | 319,150 | 235,299 | 83,851 | 26 | 129,199 | 99,265 | 29,934 | 23 | 74,762 | 56,714 | 18,038 | 24 | 45,427 | 36,049 | 9,378 | 21 | 23,191 | 18,944 | 4,347 | 19 |
| Mindanao and Sulu | 7,914 | 5,606 | 2,308 | 23 | 2,034 | 1,634 | 460 | 22 | 881 | 665 | 216 | 25 | 353 | 281 | 72 | 20 | 140 | 113 | 27 | 19 |
| Grand total | 327,064 | 240,905 | 86,159 | 26 | 131,233 | 100,899 | 30,394 | 23 | 75,633 | 57,379 | 18,254 | 24 | 46,780 | 36,330 | 9,450 | 21 | 23,331 | 19,967 | 4,374 | 19 |

No. 7.—Enrollment, pupils dropped, and percentages of pupils dropped—Continued.

| Division. | Grade VI. | | | Grade VII. | | | First year. | | | Second year. | | | Third year. | | | Fourth year. | | |
|-------------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|-------------|-------------------------|------------------------|--------------------------------|--------------|-------------------------|------------------------|
| | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. | Number of pu- pils dropped. | Percentage. | Annual enroll- ment. | March enroll- ment. |
| Manila | 873 | 730 | 143 | 16 | 482 | 413 | 69 | 14 | 652 | 515 | 137 | 21 | 202 | 167 | 35 | 17 | 177 | 161 |
| Agusan | 18 | 17 | 1 | 6 | 9 | 9 | 0 | | 0 | | | | | | | | 16 | 9 |
| Albay | 337 | 281 | 56 | 14 | 254 | 217 | 37 | 15 | 131 | 96 | 35 | 27 | 26 | 24 | 2 | 8 | 23 | 22 |
| Antique | 203 | 181 | 22 | 7 | 123 | 111 | 12 | 10 | 35 | 31 | 4 | 11 | | | | | | 4 |
| Bataan | 98 | 87 | 11 | 11 | 84 | 80 | 4 | 5 | 23 | 31 | 8 | 21 | | | | | | |
| Batangas | 337 | 292 | 45 | 13 | 289 | 245 | 44 | 15 | 115 | 97 | 18 | 16 | 28 | 26 | 2 | 7 | 36 | 36 |
| Bohol | 693 | 601 | 92 | 13 | 416 | 369 | 47 | 11 | 69 | 54 | 15 | 22 | | | | | | |
| Bukidnon | 12 | 8 | 9 | 75 | 7 | 6 | 2 | 29 | | | | | | | | | | |
| Bulacan | 467 | 424 | 43 | 9 | 282 | 245 | 36 | 13 | 131 | 93 | 38 | 29 | 27 | 24 | 3 | 11 | 21 | 21 |
| Cagayan | 351 | 303 | 48 | 14 | 249 | 206 | 43 | 17 | 88 | 76 | 12 | 14 | 28 | 25 | 3 | 11 | 26 | 26 |
| Camarines | 412 | 311 | 101 | 24 | 286 | 247 | 39 | 14 | 117 | 96 | 21 | 18 | | | | | | |
| Capiz | 459 | 400 | 59 | 13 | 206 | 183 | 23 | 11 | 104 | 80 | 24 | 23 | 32 | 29 | 3 | 9 | 18 | 18 |
| Cavite | 272 | 227 | 45 | 16 | 194 | 177 | 17 | 9 | 46 | 33 | 13 | 28 | 40 | 36 | 4 | 10 | 29 | 29 |
| Cebu | 742 | 667 | 75 | 10 | 471 | 408 | 63 | 13 | 191 | 134 | 57 | 30 | 50 | 43 | 7 | 14 | 34 | 33 |
| Ilocos Norte | 634 | 597 | 37 | 6 | 363 | 338 | 25 | 7 | 159 | 128 | 31 | 19 | 29 | 28 | 1 | 3 | | |
| Ilocos Sur | 666 | 618 | 48 | 7 | 628 | 493 | 35 | 7 | 281 | 246 | 35 | 12 | 125 | 112 | 13 | 10 | 62 | 69 |
| Iloilo | 1,243 | 1,019 | 224 | 18 | 763 | 624 | 139 | 18 | 321 | 267 | 54 | 17 | 108 | 94 | 14 | 13 | 94 | 85 |
| Isabela | 217 | 160 | 57 | 21 | 144 | 114 | 30 | 21 | 63 | 49 | 14 | 22 | 28 | 21 | 7 | 25 | 64 | 59 |
| Laguna | 509 | 449 | 60 | 12 | 357 | 318 | 39 | 11 | 118 | 86 | 33 | 28 | 71 | 59 | 12 | 17 | 44 | 41 |
| LeYTE | 723 | 592 | 131 | 18 | 624 | 445 | 79 | 15 | 136 | 123 | 13 | 10 | | | | | 35 | 31 |
| Mindoro | 54 | 51 | 3 | 6 | 27 | 25 | 2 | 7 | | | | | | | | | | |
| Mountain | 129 | 119 | 10 | 8 | 87 | 78 | 9 | 10 | | | | | | | | | | |
| Nueva Ecija | 398 | 301 | 97 | 24 | 350 | 281 | 69 | 20 | 258 | 187 | 71 | 28 | | | | | | |
| Nueva Vizcaya | 182 | 151 | 31 | 17 | 113 | 93 | 20 | 18 | 60 | 45 | 15 | 25 | 23 | 21 | 2 | 9 | 25 | 21 |
| Occidental Negros | 547 | 465 | 82 | 15 | 283 | 252 | 31 | 11 | 105 | 96 | 9 | 9 | 42 | 40 | 2 | 6 | 24 | 20 |
| Oriental Negros | 266 | 208 | 48 | 19 | 116 | 91 | 25 | 22 | 40 | 31 | 9 | 23 | 22 | 20 | 2 | 9 | | |
| Palawan | 51 | 45 | 6 | 12 | 50 | 40 | 10 | 20 | | | | | | | | | | |
| Pampanga | 488 | 434 | 54 | 11 | 296 | 265 | 31 | 10 | 105 | 86 | 20 | 19 | 34 | 35 | 32 | 3 | 29 | 28 |
| Pangasinan | 1,190 | 1,021 | 169 | 14 | 895 | 783 | 112 | 13 | 280 | 224 | 56 | 20 | 125 | 109 | 16 | 13 | 79 | 77 |
| Rizal | 291 | 273 | 18 | 6 | 241 | 221 | 20 | 8 | 63 | 49 | 14 | 22 | 39 | 36 | 3 | 8 | 22 | 21 |

[illegible]

For all grades and years the percentage of pupils who dropped out before the end of the school year was 2.2 per cent less than in 1914-15. The greatest gain in holding pupils in the primary grades was made in Grades I and II where the proportion of pupils dropped decreased 3 per cent. The variation among divisions was great, as shown by the following range of percentages: Grade I, 13 to 38; Grade II, 8 to 36; Grade III, 10 to 39; Grade IV, 8 to 36.

In every intermediate grade the pupils remained in school better in 1915-16 than in 1914-15. The greatest advance was made in Grade VII which recorded a gain of 3 per cent. Due to various conditions the range of percentages of pupils dropped is greater than in the primary grades, being as follows: Grade V, 8 per cent to 54 per cent; Grade VI, 6 per cent to 75 per cent; Grade VII, 0 to 36 per cent.

The first and fourth years of the secondary course showed a gain of 4 per cent in holding students in school. Of all the grades and years in the school system, the third year alone failed to show a gain in continuous attendance. The percentages of pupils who dropped out of each of the years of the secondary course ranged as follows: First year, 7 to 45; second year, 3 to 29; third year, 3 to 17; fourth year, 0 to 17.

a Combined with Agusan in the school year 1914-15.

No. 8.—Percentages of pupils promoted.

The following table shows, by divisions and for the Islands, the percentages, by grades and sexes of pupils promoted, based on annual enrollment and on pupils examined, for the school years, 1914-15 and 1915-16.

| Division. | Grade I. | | | | | | Grade II. | | | | | | Grade III. | | | | | | Grade IV. | | | | | |
|------------------------|-------------------|---------|---------------------|-------------------|-------|---------------------|-------------------|---------|---------------------|-------------------|-------|---------------------|-------------------|---------|---------------------|-------------------|-------|---------------------|-------------------|---------|---------------------|-------------------|-------|---------------------|
| | 1915-16 | | | 1914-15 | | | 1915-16 | | | 1914-15 | | | 1915-16 | | | 1914-15 | | | 1915-16 | | | 1914-15 | | |
| | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. | Pupils exam-ined. | | Annual enroll-ment. |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | 72 | 70 | 80 | 43 | 47 | 58 | 78 | 73 | 90 | 60 | 61 | 77 | 68 | 73 | 91 | 93 | 69 | 65 | 77 | 77 | 74 | 90 | 93 | 62 |
| Manila..... | 20 | 19 | 42 | 43 | 20 | 25 | 31 | 34 | 40 | 42 | 42 | 48 | 53 | 45 | 50 | 52 | 39 | 39 | 41 | 54 | 40 | 36 | 53 | 68 |
| Agusan..... | 42 | 42 | 64 | 63 | 44 | 48 | 60 | 46 | 48 | 56 | 62 | 74 | 81 | 48 | 50 | 70 | 68 | 53 | 56 | 74 | 78 | 66 | 73 | 82 |
| Albay..... | 29 | 26 | 46 | 45 | 32 | 30 | 48 | 46 | 48 | 41 | 45 | 49 | 43 | 38 | 61 | 51 | 51 | 38 | 44 | 63 | 51 | 54 | 77 | 39 |
| Antique..... | 31 | 36 | 50 | 47 | 24 | 25 | 38 | 39 | 32 | 41 | 37 | 56 | 62 | 63 | 81 | 86 | 55 | 56 | 56 | 69 | 82 | 71 | 73 | 60 |
| Bataan..... | 28 | 27 | 67 | 65 | 24 | 22 | 30 | 30 | 30 | 52 | 55 | 65 | 70 | 43 | 45 | 64 | 66 | 51 | 44 | 64 | 60 | 59 | 79 | 63 |
| Batangas..... | 40 | 43 | 53 | 56 | 31 | 34 | 40 | 42 | 47 | 48 | 57 | 66 | 74 | 53 | 56 | 74 | 76 | 61 | 57 | 80 | 77 | 62 | 69 | 78 |
| Bohol..... | 23 | 23 | 40 | 37 | 33 | 31 | 41 | 50 | 48 | 61 | 66 | 59 | 60 | 53 | 51 | 70 | 60 | 53 | 51 | 70 | 37 | 62 | 50 | 67 |
| Bukidnon..... | 32 | 28 | 40 | 37 | 33 | 31 | 41 | 50 | 48 | 61 | 66 | 59 | 60 | 53 | 51 | 70 | 60 | 53 | 51 | 70 | 37 | 62 | 50 | 67 |
| Bulacan..... | 25 | 23 | 37 | 36 | 28 | 28 | 39 | 39 | 39 | 44 | 45 | 61 | 61 | 40 | 45 | 51 | 55 | 44 | 47 | 59 | 57 | 37 | 52 | 50 |
| Cagayan..... | 32 | 32 | 61 | 62 | 26 | 27 | 41 | 43 | 43 | 85 | 80 | 44 | 43 | 45 | 53 | 72 | 75 | 52 | 57 | 74 | 81 | 41 | 67 | 68 |
| Camarines..... | 20 | 19 | 25 | 24 | 22 | 22 | 27 | 27 | 27 | 45 | 44 | 71 | 67 | 39 | 39 | 50 | 49 | 31 | 32 | 42 | 45 | 55 | 48 | 48 |
| Capiz..... | 42 | 42 | 51 | 49 | 32 | 32 | 42 | 40 | 49 | 52 | 50 | 67 | 72 | 62 | 80 | 87 | 40 | 40 | 47 | 57 | 70 | 71 | 40 | 37 |
| Cavite..... | 36 | 36 | 51 | 49 | 32 | 32 | 42 | 40 | 49 | 52 | 50 | 67 | 72 | 62 | 80 | 87 | 40 | 40 | 47 | 57 | 70 | 71 | 40 | 37 |
| Cebu..... | 50 | 50 | 66 | 65 | 44 | 46 | 57 | 59 | 65 | 66 | 76 | 77 | 57 | 55 | 66 | 61 | 62 | 71 | 52 | 47 | 68 | 64 | 81 | 55 |
| Iloos Norte..... | 42 | 42 | 48 | 40 | 39 | 45 | 46 | 64 | 65 | 72 | 73 | 76 | 56 | 55 | 61 | 61 | 58 | 53 | 64 | 61 | 54 | 51 | 64 | 57 |
| Iloos Sur..... | 27 | 26 | 37 | 39 | 27 | 28 | 39 | 41 | 47 | 63 | 66 | 47 | 45 | 66 | 66 | 41 | 43 | 58 | 61 | 50 | 48 | 47 | 46 | 66 |
| Iloilo..... | 27 | 26 | 37 | 39 | 27 | 28 | 39 | 41 | 47 | 63 | 66 | 47 | 45 | 66 | 66 | 41 | 43 | 58 | 61 | 50 | 48 | 47 | 46 | 66 |
| Isabela..... | 23 | 23 | 38 | 39 | 32 | 32 | 45 | 46 | 41 | 50 | 60 | 64 | 46 | 47 | 63 | 64 | 45 | 48 | 53 | 66 | 70 | 52 | 51 | 69 |
| Laguna..... | 36 | 38 | 46 | 45 | 25 | 32 | 45 | 46 | 41 | 50 | 60 | 64 | 46 | 47 | 63 | 64 | 45 | 48 | 53 | 66 | 70 | 52 | 51 | 69 |
| Leyte..... | 36 | 38 | 46 | 45 | 25 | 32 | 45 | 46 | 41 | 50 | 60 | 64 | 46 | 47 | 63 | 64 | 45 | 48 | 53 | 66 | 70 | 52 | 51 | 69 |
| Mindoro..... | 28 | 28 | 36 | 36 | 20 | 19 | 26 | 26 | 26 | 54 | 65 | 34 | 46 | 46 | 60 | 69 | 70 | 46 | 43 | 81 | 73 | 48 | 45 | 82 |
| Mountain..... | 20 | 22 | 27 | 27 | 28 | 30 | 36 | 37 | 54 | 49 | 61 | 75 | 55 | 56 | 64 | 57 | 67 | 73 | 46 | 65 | 49 | 57 | 66 | 81 |
| Nueva Ecija..... | 27 | 27 | 31 | 29 | 23 | 19 | 28 | 29 | 40 | 39 | 60 | 62 | 36 | 33 | 49 | 53 | 52 | 58 | 65 | 59 | 77 | 73 | 20 | 15 |
| Nueva Vizcaya..... | 30 | 34 | 45 | 56 | 33 | 39 | 49 | 53 | 46 | 42 | 58 | 58 | 50 | 44 | 58 | 54 | 53 | 52 | 58 | 65 | 59 | 77 | 73 | 20 |
| Occidental Negros..... | 37 | 38 | 59 | 62 | 32 | 30 | 54 | 51 | 43 | 45 | 65 | 67 | 49 | 46 | 65 | 65 | 65 | 52 | 46 | 71 | 70 | 89 | 41 | 56 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Oriental Negros | 28 | 34 | 35 | 21 | 23 | 28 | 31 | 42 | 39 | 54 | 51 | 36 | 40 | 51 | 55 | 37 | 42 | 48 | 55 | 40 | 35 | 52 | 46 | 59 | 50 | 77 | 65 | 34 | 52 | 48 | 66 |
| Palawan | 30 | 34 | 43 | 27 | 27 | 32 | 34 | 51 | 54 | 62 | 53 | 50 | 57 | 65 | 69 | 54 | 42 | 44 | 62 | 68 | 47 | 54 | 65 | 54 | 44 | 65 | 61 | 57 | 44 | 70 | 56 |
| Pampanga | 33 | 30 | 46 | 43 | 27 | 27 | 43 | 44 | 53 | 53 | 73 | 43 | 41 | 62 | 66 | 54 | 57 | 73 | 76 | 47 | 42 | 64 | 61 | 53 | 51 | 72 | 67 | 44 | 48 | 67 | 70 |
| Pangasinan | 35 | 31 | 45 | 42 | 34 | 32 | 45 | 43 | 52 | 50 | 62 | 53 | 56 | 70 | 77 | 41 | 49 | 58 | 64 | 50 | 49 | 59 | 62 | 50 | 46 | 62 | 59 | 51 | 48 | 60 | 65 |
| Rizal | 35 | 33 | 49 | 47 | 37 | 38 | 53 | 57 | 54 | 69 | 66 | 53 | 54 | 71 | 77 | 61 | 61 | 75 | 81 | 57 | 55 | 77 | 76 | 64 | 67 | 81 | 86 | 59 | 59 | 82 | 88 |
| Samar | 24 | 24 | 36 | 33 | 22 | 28 | 38 | 39 | 41 | 43 | 58 | 27 | 29 | 46 | 49 | 44 | 49 | 68 | 65 | 36 | 40 | 51 | 62 | 39 | 46 | 69 | 70 | 45 | 39 | 75 | 82 |
| Sorsogon | 25 | 31 | 44 | 48 | 24 | 27 | 38 | 43 | 43 | 47 | 54 | 39 | 42 | 60 | 67 | 39 | 47 | 55 | 58 | 43 | 40 | 67 | 64 | 46 | 50 | 70 | 70 | 38 | 43 | 56 | 66 |
| Surigao-Misamis | 26 | 30 | 42 | 45 | 17 | 19 | 29 | 31 | 38 | 38 | 56 | 32 | 32 | 51 | 55 | 37 | 42 | 53 | 58 | 39 | 38 | 53 | 61 | 38 | 37 | 54 | 53 | 37 | 36 | 54 | 53 |
| Tarlac | 22 | 19 | 28 | 25 | 30 | 25 | 40 | 36 | 44 | 43 | 52 | 55 | 51 | 32 | 64 | 55 | 58 | 43 | 57 | 43 | 35 | 56 | 62 | 53 | 50 | 68 | 61 | 43 | 43 | 58 | 67 |
| Tayabas | 33 | 34 | 41 | 43 | 35 | 35 | 40 | 42 | 43 | 41 | 53 | 52 | 53 | 60 | 62 | 47 | 51 | 61 | 64 | 56 | 54 | 69 | 68 | 41 | 39 | 56 | 53 | 43 | 46 | 55 | 56 |
| Union | 45 | 43 | 52 | 52 | 51 | 50 | 60 | 62 | 61 | 66 | 67 | 72 | 69 | 64 | 78 | 76 | 62 | 64 | 69 | 71 | 68 | 75 | 79 | 43 | 48 | 49 | 56 | 58 | 59 | 71 | 74 |
| Zambales | 17 | 18 | 23 | 24 | 21 | 21 | 28 | 30 | 32 | 32 | 65 | 67 | 45 | 46 | 62 | 63 | 50 | 55 | 69 | 74 | 48 | 50 | 65 | 63 | 61 | 62 | 80 | 60 | 71 | 80 | 85 |
| Normal | 61 | 67 | 70 | 86 | 74 | 60 | 91 | 74 | 62 | 63 | 71 | 73 | 65 | 53 | 75 | 61 | 64 | 81 | 73 | 43 | 56 | 49 | 69 | 64 | 61 | 75 | 79 | 49 | 56 | 66 | 64 |
| Trade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 32 | 32 | 43 | 44 | 29 | 29 | 41 | 51 | 52 | 66 | 68 | 48 | 48 | 65 | 65 | 50 | 51 | 65 | 68 | 49 | 49 | 65 | 67 | 50 | 50 | 56 | 66 | 47 | 47 | 64 | 65 |
| Mindanao and Sulu | 30 | 26 | 43 | 36 | | | 42 | 48 | 55 | 59 | | | | | | 39 | 36 | 50 | 52 | | | | | 51 | 46 | 67 | 82 | | | | |
| Grand Total | 32 | 32 | 43 | 44 | 29 | 29 | 41 | 51 | 52 | 65 | 68 | 48 | 48 | 65 | 65 | 49 | 51 | 65 | 68 | 49 | 49 | 65 | 67 | 50 | 50 | 56 | 66 | 47 | 47 | 64 | 65 |

No. 8.—Percentages of pupils promoted—Continued.

| Division. | Second Year. | | | | | | Third Year. | | | | | | Fourth Year. | | | | | | | | |
|-------------------|--------------------|------------------|-------------------|--------------------|-------------------|-------------------|--------------------|-------------------|-------------------|--------------------|-------------------|-------------------|--------------------|-------------------|-------------------|--------------------|-------------------|-------|---------|-------|---------|
| | 1915-16 | | | 1914-15 | | | 1915-16 | | | 1914-15 | | | 1915-16 | | | 1914-15 | | | | | |
| | Annual enrollment. | Pupils examined. | Pupils exam-ined. | Annual enrollment. | Pupils exam-ined. | Pupils exam-ined. | Annual enrollment. | Pupils exam-ined. | Pupils exam-ined. | Annual enrollment. | Pupils exam-ined. | Pupils exam-ined. | Annual enrollment. | Pupils exam-ined. | Pupils exam-ined. | Annual enrollment. | Pupils exam-ined. | | | | |
| | | | | | | | | | | | | | | | | | | Male. | Female. | Male. | Female. |
| Manila | 69 | 90 | 85 | 97 | 51 | 64 | 70 | 77 | 82 | 88 | 100 | 45 | 83 | 73 | 96 | 92 | 100 | 66 | 50 | 88 | 75 |
| Agusan | 78 | 91 | 90 | 91 | 56 | 44 | 74 | 100 | 83 | 100 | 90 | 80 | 100 | 94 | 100 | 100 | 100 | | | | |
| Albay | 90 | 60 | 100 | 100 | | | | | | | | | | | | | | | | | |
| Antique | 76 | 100 | 94 | 100 | | | | | | | | | | | | | | | | | |
| Bataan | | | | | | | | | | | | | | | | | | | | | |
| Batangas | 60 | 43 | 76 | 60 | 62 | 67 | 82 | 67 | 89 | 100 | 96 | 87 | 100 | 97 | 100 | 97 | 100 | 82 | 60 | | 60 |
| Bohol | 82 | 75 | 93 | 75 | 83 | 50 | 100 | 100 | | | | 94 | | 100 | | | | | | | |
| Bukidnon | | | | | | | | | | | | | | | | | | | | | |
| Bulacan | 85 | 50 | 96 | 75 | 74 | 80 | 96 | 100 | 90 | 67 | 95 | 88 | 100 | 89 | 100 | 100 | 100 | 89 | 100 | 100 | 100 |
| Cagayan | 56 | 25 | 63 | 33 | 59 | 33 | 63 | 40 | 67 | 100 | 76 | 100 | 89 | 100 | 89 | 100 | 60 | 100 | 83 | 100 | 100 |
| Camarines | 81 | 100 | 100 | 100 | 73 | 90 | 90 | 100 | 67 | 100 | 80 | 100 | 89 | 100 | 100 | 100 | 100 | 86 | 100 | 100 | 100 |
| Capiz | 97 | 100 | 100 | 100 | 97 | 50 | 100 | 100 | 67 | 83 | 80 | 97 | 80 | 89 | 100 | 100 | 100 | | | | |
| Cavite | 89 | 64 | 94 | 100 | 86 | 100 | 100 | 100 | | | | | | | | | | | | | |
| Cebu | 66 | 86 | 81 | 100 | 83 | 100 | 84 | 100 | 74 | 25 | 85 | 33 | 85 | 100 | 100 | 100 | 81 | 100 | 91 | 100 | 100 |
| Ilocos Norte | 85 | 89 | 94 | 100 | 95 | 100 | 96 | 100 | 94 | 0 | 96 | | | | | | | | | | |
| Ilocos Sur | 75 | 63 | 86 | 75 | 85 | 100 | 100 | 100 | 94 | 100 | 100 | 100 | 94 | 100 | 100 | 100 | 96 | 100 | 88 | 100 | 100 |
| Iloilo | 70 | 63 | 81 | 70 | 73 | 76 | 82 | 84 | 67 | 92 | 75 | 92 | 82 | 100 | 87 | 100 | 91 | 100 | 84 | 100 | 100 |
| Isabela | 70 | 0 | 95 | 0 | | | | | | | | | | | | | | | | | |
| Laguna | 71 | 92 | 88 | 100 | 87 | 91 | 100 | 100 | 83 | 100 | 91 | 100 | 88 | 100 | 100 | 100 | 80 | 80 | 96 | 80 | |
| Leyte | 90 | 83 | 100 | 83 | 80 | 33 | 100 | 100 | | | | | | | | | | | | | |
| Mindoro | | | | | | | | | | | | | | | | | | | | | |
| Mountain | | | | | | | | | | | | | | | | | | | | | |
| Nueva Ecija | 68 | 100 | 74 | 100 | 74 | 60 | 85 | 100 | 86 | 50 | 95 | 50 | 90 | 100 | 90 | 100 | 63 | 0 | 75 | 92 | 100 |
| Nueva Vizcaya | 62 | 50 | 76 | 50 | | | | | | | | | | | | | | | | | |
| Occidental Negros | 88 | 71 | 90 | 100 | 97 | 86 | 97 | 100 | 96 | 100 | 97 | 100 | 90 | 100 | 100 | 100 | 84 | 80 | 100 | 93 | 100 |
| Oriental Negros | | | | | | | | | | | | | | | | | | | | | |
| Palawan | 67 | 100 | 82 | 100 | 80 | 86 | 92 | 86 | 67 | 75 | 71 | 100 | | | | | | | | | |
| Pampanga | | | | | | | | | | | | | | | | | | | | | |
| Pangasinan | 83 | 75 | 96 | 100 | 75 | 67 | 93 | 100 | 93 | 80 | 100 | 100 | 97 | 100 | 97 | 100 | 100 | 75 | 100 | 96 | 100 |

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|-----|----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Pangasinan | 73 | 50 | 86 | 63 | 72 | 75 | 78 | 88 | 81 | 82 | 83 | 90 | 93 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Rizal | 85 | 80 | 90 | 100 | 86 | 100 | 96 | 100 | 81 | 100 | 86 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Samar | 65 | 43 | 92 | 60 | 60 | 100 | 78 | 100 | | | | | | | | | | | | |
| Sorsogon | | | | | | | | | | | | | | | | | | | | |
| Surigao-Misamis | | | | | | | | | | | | | | | | | | | | |
| Tarlac | 61 | 76 | 76 | 100 | 83 | 97 | 50 | 88 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Taybas | 85 | 88 | 94 | 100 | 53 | 75 | 73 | 96 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Union | | | | | | | | | | | | | | | | | | | | |
| Zambales | 70 | 88 | 82 | 100 | 80 | 86 | 94 | 100 | 71 | 75 | 75 | 75 | 97 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Normal | 57 | 80 | 88 | 100 | 60 | 84 | 82 | 50 | 82 | 50 | 80 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Trade | 81 | 88 | 86 | 96 | 59 | 75 | 90 | 69 | 88 | 85 | 86 | 96 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| | 55 | | 70 | | 71 | | 85 | | 96 | 30 | 30 | | | | | | | | | |
| Total | 73 | 79 | 86 | 90 | 70 | 73 | 84 | 87 | 77 | 85 | 86 | 94 | 76 | 89 | 89 | 97 | 84 | 92 | 91 | 98 |
| Mindanao and Sulu | | | | | | | | | | | | | | | | | | | | |
| Grand Total | 73 | 79 | 86 | 90 | 70 | 73 | 84 | 87 | 77 | 85 | 86 | 94 | 76 | 88 | 89 | 97 | 84 | 92 | 91 | 98 |

^a Combined with Agusan in the school year 1914-15.

^b Combined with Cagayan in the school year 1914-15.

^c Percentage passed March enrollment.

In the four primary grades the average increase over 1914-15 in the percentages of promotion of boys and girls was 2½ per cent and 3 per cent respectively, the basis used being the annual enrollment. The variation among divisions in the percentages of promotion was great: Grade I boys, 17 to 72; girls, 18 to 70; Grade II boys, 37 to 78; girls, 38 to 73; Grade III boys, 31 to 73; girls, 38 to 76; Grade IV boys, 20 to 73; girls, 15 to 74. The girls had somewhat better records than the boys; they received higher percentages of promotions in two grades and the same percentages in the other; their minimum percentages are greater in three grades; and their maximum percentages are greater in three grades.

In the intermediate grades the proportion of boys promoted increased in one grade and that of girls in two grades. The following percentages of promotions show how great was the variation for boys and girls respectively: Grade V, 23 to 83 and 38 to 85; Grade VI, 25 to 92 and 49 to 100; Grade VII, 31 to 100 and 50 to 100. In every grade the minimum for girls exceeded that for boys, and in two grades their maximum was greater. The proportion of girls promoted averaged 7 per cent greater than that of the boys, using the annual enrollment as the basis.

In the secondary classes the increase in the percentage of promotions both of boys and of girls averaged about 2 per cent. The proportion of girls to complete the first and third years decreased. On the average nearly 7 per cent more girls than boys were promoted on the basis of annual enrollment. The variations among divisions are not so significant in the secondary course due to the very few pupils, especially girls, in some divisions.

| Division. | Primary. | | | | | Intermediate. | | | | Secondary. | | | | | | | | | | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|--------------|--|
| | Grade I. | | Grade II. | | Grade III. | | Grade IV. | | Grade V. | | Grade VI. | | Grade VII. | | First year. | | Second year. | | Third year. | | Fourth year. | | Grand total. | |
| | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | Percentage. | |
| Manila. | 3, 924 | 81 | 4, 566 | 90 | 3, 393 | 92 | 1, 651 | 92 | 920 | 76 | 554 | 76 | 331 | 80 | 384 | 71 | 211 | 86 | 149 | 90 | 150 | 93 | 16, 128 | |
| Araguan. | 413 | 83 | 354 | 63 | 1, 544 | 92 | 83 | 25 | 35 | 79 | 17 | 84 | 9 | 100 | 9 | 30 | 56 | 88 | 22 | 100 | 22 | 100 | 1, 045 | |
| Albay. | 2, 507 | 64 | 1, 761 | 70 | 1, 144 | 69 | 706 | 67 | 79 | 76 | 236 | 84 | 189 | 87 | 69 | 72 | 45 | 88 | 22 | 92 | 22 | 100 | 7, 098 | |
| Antique. | 1, 271 | 42 | 1, 027 | 65 | 485 | 66 | 331 | 64 | 208 | 81 | 156 | 86 | 99 | 89 | 23 | 74 | 23 | 95 | | | | | 3, 621 | |
| Bataan. | 681 | 45 | 382 | 72 | 260 | 82 | 141 | 71 | 87 | 78 | 68 | 73 | 73 | 91 | 25 | 81 | 18 | 95 | | | | | 1, 715 | |
| Batangas. | 3, 238 | 36 | 2, 657 | 77 | 994 | 55 | 638 | 67 | 383 | 85 | 238 | 88 | 224 | 91 | 56 | 58 | 41 | 75 | 25 | 96 | 35 | 97 | 8, 609 | |
| Bohol. | 6, 832 | 50 | 3, 896 | 69 | 1, 892 | 73 | 969 | 63 | 658 | 83 | 496 | 82 | 307 | 83 | 30 | 56 | 31 | 91 | | | | | 15, 090 | |
| Bukidnon. | 2, 242 | 23 | 1, 178 | 58 | 630 | 43 | 53 | 9 | 9 | 82 | 3 | 100 | 5 | 100 | | | | | | | | | 7, 586 | |
| Bulacan. | 2, 677 | 39 | 1, 626 | 63 | 1, 116 | 64 | 847 | 72 | 403 | 71 | 350 | 83 | 231 | 94 | 56 | 60 | 44 | 59 | 23 | 96 | 21 | 100 | 7, 394 | |
| Cagayan. | 2, 065 | 37 | 1, 171 | 52 | 765 | 54 | 436 | 52 | 248 | 47 | 165 | 54 | 109 | 53 | 12 | 16 | 24 | 52 | 20 | 80 | 16 | 53 | 5, 081 | |
| Camarines. | 2, 254 | 50 | 1, 693 | 76 | 783 | 73 | 446 | 64 | 353 | 88 | 277 | 89 | 193 | 78 | 56 | 58 | 39 | 100 | 24 | 83 | 18 | 100 | 6, 138 | |
| Capiz. | 3, 280 | 25 | 2, 018 | 59 | 996 | 71 | 789 | 64 | 438 | 80 | 321 | 80 | 137 | 75 | 57 | 71 | 38 | 100 | 33 | 92 | 26 | 89 | 8, 123 | |
| Cavite. | 2, 848 | 55 | 1, 417 | 63 | 820 | 75 | 492 | 63 | 211 | 66 | 157 | 69 | 142 | 80 | 21 | 64 | 24 | 96 | | | | | 6, 132 | |
| Cebu. | 6, 840 | 50 | 3, 729 | 70 | 1, 380 | 79 | 693 | 76 | 666 | 85 | 489 | 82 | 271 | 92 | 85 | 63 | 44 | 81 | 35 | 81 | 38 | 85 | 15, 981 | |
| Iloilo Norte. | 3, 176 | 55 | 2, 485 | 75 | 1, 331 | 72 | 824 | 69 | 586 | 87 | 489 | 82 | 271 | 90 | 82 | 64 | 54 | 95 | 27 | 96 | | | 9, 375 | |
| Iloilo Sur. | 3, 891 | 43 | 2, 841 | 72 | 1, 676 | 61 | 921 | 59 | 569 | 75 | 524 | 85 | 388 | 79 | 160 | 65 | 92 | 82 | 59 | 100 | 27 | 96 | 11, 048 | |
| Iloilo. | 4, 691 | 38 | 3, 068 | 68 | 1, 946 | 59 | 1, 558 | 64 | 1, 001 | 76 | 793 | 74 | 416 | 67 | 106 | 40 | 74 | 79 | 66 | 78 | 64 | 92 | 13, 733 | |
| Isabela. | 1, 010 | 37 | 562 | 58 | 415 | 57 | 195 | 39 | 117 | 61 | 99</ | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|---------|----|--------|----|--------|----|--------|----|--------|----|--------|----|-------|----|-------|-----|-------|----|-----|-----|-----|----|---------|----|
| Pangasinan | 6,858 | 43 | 4,515 | 63 | 2,753 | 60 | 1,517 | 58 | 1,039 | 78 | 790 | 77 | 610 | 78 | 141 | 63 | 89 | 82 | 64 | 83 | 45 | 87 | 18,450 | 55 |
| Rizal | 2,424 | 48 | 1,489 | 68 | 983 | 77 | 636 | 58 | 415 | 87 | 256 | 94 | 198 | 87 | 30 | 61 | 33 | 32 | 18 | 86 | | | 6,477 | 62 |
| Samar | 3,176 | 34 | 1,712 | 63 | 792 | 70 | 498 | 65 | 267 | 73 | 170 | 70 | 115 | 73 | 18 | 49 | | | | | | | 6,738 | 45 |
| Sorsogon | 2,865 | 43 | 1,193 | 66 | 546 | 66 | 408 | 65 | 194 | 62 | 144 | 76 | 151 | 81 | 25 | 48 | | | | | | | 5,075 | 53 |
| Surigao-Misamis | 3,246 | 43 | 1,567 | 56 | 848 | 82 | 467 | 51 | 200 | 60 | 145 | 70 | 80 | 82 | 17 | 65 | 14 | 82 | | | | | 6,570 | 50 |
| Tarlac | 1,711 | 27 | 1,349 | 53 | 698 | 65 | 565 | 65 | 304 | 82 | 213 | 93 | 161 | 88 | 52 | 76 | 25 | 78 | 25 | 100 | | | 5,103 | 43 |
| Tayabas | 3,306 | 42 | 2,016 | 53 | 1,271 | 62 | 734 | 52 | 492 | 77 | 401 | 79 | 263 | 83 | 81 | 84 | 52 | 86 | 26 | 100 | 19 | 90 | 8,661 | 51 |
| Union | 1,987 | 52 | 1,832 | 69 | 1,372 | 70 | 766 | 48 | 567 | 73 | 444 | 82 | 315 | 81 | 79 | 44 | 65 | 83 | 33 | 75 | 26 | 90 | 7,486 | 62 |
| Zambales | 978 | 23 | 743 | 66 | 486 | 71 | 295 | 80 | 204 | 75 | 141 | 71 | 76 | 55 | 48 | 47 | 25 | 71 | 28 | 88 | | | 3,024 | 42 |
| Normal | 78 | 76 | 77 | 72 | 75 | 78 | 69 | 77 | 88 | 89 | 88 | 82 | 92 | 86 | 244 | 72 | 190 | 91 | 99 | 88 | 89 | 92 | 1,194 | 81 |
| Trade | | | | | | | | | 40 | 44 | 39 | 43 | 42 | 42 | 67 | 47 | 44 | 70 | 9 | 30 | | | 241 | 48 |
| Total | 102,085 | 48 | 66,148 | 67 | 37,596 | 66 | 22,895 | 64 | 14,421 | 77 | 10,677 | 80 | 7,269 | 80 | 2,485 | 62 | 1,584 | 86 | 929 | 87 | 667 | 91 | 266,756 | 56 |
| Mindanao and Sulu | 2,287 | 41 | 912 | 56 | 337 | 51 | 176 | 70 | 85 | 75 | 67 | 76 | 48 | 84 | 14 | 100 | | | | | | | 3,928 | 46 |
| Grand total | 104,372 | 43 | 67,060 | 66 | 37,933 | 66 | 23,071 | 64 | 14,506 | 77 | 10,744 | 80 | 7,317 | 81 | 2,499 | 62 | 1,584 | 86 | 929 | 87 | 667 | 91 | 270,682 | 56 |

^a In finding this percentage, special students having no academic work were not included in the March enrollment.

^b 23 first year Philippine Nautical School students.

^c 18 second year Philippine Nautical School students.

The average gain in the percentage of promotion in the four primary grades was 1½ per cent; in Grade I, where a gain is most desired, the increase was 2 per cent. The range of the proportion of pupils who successfully completed the year's work in any grade was very wide, being as follows: Grade I, 23 per cent to 81 per cent; Grade II, 51 per cent to 90 per cent; Grade III, 60 per cent to 92 per cent; Grade IV, 22 per cent to 92 per cent. After due allowances for varying conditions have been made, the fact remains that the range was too great.

In some divisions it is very probable that the low percentage of promotions bears some direct relation either to low attainments or to low salaries of municipal teachers.

Promotions in the intermediate grades for 1915-16 were made at a lower rate in Grades V and VI and at a slightly higher rate in Grade VII. The range of percentages was undesirably wide, being as follows: Grade V, 44 per cent to 90 per cent; Grade VI, 43 per cent to 100 per cent; Grade VII, 52 per cent to 100 per cent. Out of the 39 divisions here listed the following figures indicate the number in which the percentage of promotions fell between 76 and 86, inclusive: Grade V, 23; Grade VI, 17; Grade VII, 15.

The most important change in the percentage of promotions in the secondary course occurred in the first year, where there was a decrease of 4 per cent. No change took place in the third year, and there were slight increases in the second and fourth. The range of percentages was very wide, as shown by the following figures: First year, 16 per cent to 84 per cent; second year, 59 per cent to 100 per cent; third year, 30 per cent to 100 per cent; fourth year, 63 per cent to 100 per cent. The great variation from the average found in several divisions may be due to a variety of reasons, one of which is the small number of pupils in some divisions. Changes in division superintendents, principals, or teachers often result in standards being raised or lowered.

For all years and grades, the gain in the proportion of promotions was 2 per cent.

No. 10.—*School libraries.*

The following table shows, by divisions and for the Islands, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries.

| Division. | Schools with Libraries. | | | Books. | | | Pamphlets. | | | Total. | | | Books acquired in 1916. | | |
|--------------------|-------------------------|---------------|------------|--------|----------|---------------|------------|---------|----------|---------------|------------|--------|-------------------------|---------------|------------|
| | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. |
| | | | | | | | | | | | | | | | |
| Manila..... | 23 | 5 | 4 | 32 | 3,215 | 4,399 | 6,179 | 13,793 | 1,012 | 213 | 4,244 | 5,469 | 4,227 | 4,612 | 19,252 |
| Acehan..... | 1 | 2 | 3 | 6 | 6 | 54 | 60 | 116 | 6 | 6 | 6 | 18 | 6 | 344 | 1,087 |
| Albay..... | 15 | 7 | 1 | 23 | 882 | 1,740 | 1,017 | 3,639 | 610 | 145 | 5 | 760 | 1,492 | 48 | 13 |
| Antique..... | 7 | 3 | 1 | 11 | 184 | 810 | 100 | 994 | 25 | 287 | 5 | 317 | 1,286 | 325 | 13 |
| Bataan..... | 8 | 2 | 1 | 11 | 183 | 588 | 599 | 1,350 | 171 | 101 | 101 | 373 | 324 | 11 | 331 |
| Batangas..... | 14 | 9 | 1 | 24 | 351 | 746 | 754 | 1,851 | 496 | 579 | 216 | 1,291 | 847 | 298 | 32 |
| Bohol..... | 34 | 18 | 1 | 53 | 322 | 800 | 141 | 1,263 | 108 | 431 | --- | 539 | 430 | 305 | 407 |
| Bukidnon..... | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bulacan..... | 9 | 9 | 1 | 19 | 313 | 1,438 | 771 | 2,522 | 197 | 303 | 100 | 600 | 510 | 296 | 773 |
| Cagayan..... | 17 | 6 | 1 | 24 | 293 | 1,343 | 559 | 1,195 | 372 | 489 | 137 | 998 | 686 | 56 | 415 |
| Campanes..... | 17 | 3 | 1 | 21 | 99 | 17 | 892 | 918 | 250 | 105 | 97 | 452 | 349 | 85 | 4 |
| Capiz..... | 27 | 6 | 1 | 34 | 910 | 739 | 839 | 2,488 | 149 | 182 | 109 | 440 | 1,059 | 136 | 184 |
| Cebu..... | 4 | 4 | 1 | 9 | 490 | 1,085 | 900 | 2,384 | 224 | 706 | 12 | 942 | 723 | 628 | 37 |
| Cebu..... | 10 | 7 | 1 | 18 | 1,170 | 995 | 1,624 | 3,589 | 574 | 651 | 680 | 1,915 | 1,744 | 3,235 | 146 |
| Ilocos Norte..... | 8 | 3 | 1 | 12 | 506 | 57 | 1,543 | 2,106 | 115 | 651 | 287 | 402 | 621 | 183 | 66 |
| Ilocos Sur..... | 20 | 11 | 1 | 32 | 585 | 1,040 | 1,320 | 2,945 | 142 | 394 | 150 | 686 | 727 | 213 | 99 |
| Iloilo..... | 20 | 14 | 1 | 35 | 433 | 975 | 1,392 | 3,800 | 140 | 394 | 1,530 | 2,064 | 573 | 302 | 319 |
| Isla..... | 20 | 14 | 1 | 35 | 433 | 975 | 1,392 | 3,800 | 140 | 394 | 1,530 | 2,064 | 573 | 302 | 319 |
| Isla..... | 20 | 14 | 1 | 35 | 433 | 975 | 1,392 | 3,800 | 140 | 394 | 1,530 | 2,064 | 573 | 302 | 319 |
| Lanao..... | 23 | 13 | 1 | 37 | 915 | 886 | 536 | 2,337 | 231 | 182 | 8 | 399 | 1,046 | 315 | 839 |
| Leyte..... | 18 | 17 | 1 | 36 | 110 | 709 | 1,298 | 2,117 | 32 | 211 | 375 | 618 | 1,142 | 74 | 145 |
| Mindoro..... | 1 | 2 | 1 | 4 | 24 | 256 | 232 | 512 | 1 | 100 | 98 | 199 | 25 | 59 | 95 |
| Misamis..... | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mountain..... | 2 | 4 | 1 | 7 | 35 | 77 | 715 | 1,112 | 10 | 174 | 170 | 344 | 592 | 52 | 127 |
| Nueva Ecija..... | 2 | 4 | 2 | 8 | 205 | 347 | 315 | 1,267 | 9 | 896 | 1,121 | 2,028 | 214 | 35 | 171 |
| Nueva Vizcaya..... | 1 | 2 | 1 | 4 | 313 | 302 | 762 | 1,377 | 73 | 46 | 522 | 641 | 386 | 289 | 271 |
| Total..... | 171 | 102 | 10 | 283 | 17,377 | 37,002 | 47,662 | 102,041 | 7,377 | 1,377 | 1,377 | 9,131 | 1,377 | 2,018 | 1,377 |

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|-----|-----|----|-----|--------|--------|--------|--------|-------|-------|--------|--------|--------|--------|--------|---------|-------|-------|-------|--------|
| Occidental Negros | 11 | 9 | 1 | 21 | 1,149 | 1,100 | 642 | 2,891 | 128 | 141 | 21 | 290 | 1,277 | 1,241 | 653 | 3,181 | 93 | 239 | 21 | 353 |
| Oriental Negros | 8 | 4 | 1 | 13 | 188 | 324 | 252 | 734 | 100 | 39 | 32 | 171 | 268 | 363 | 284 | 905 | 115 | 177 | 17 | 239 |
| Palawan | 3 | 3 | 1 | 7 | 80 | 81 | 45 | 206 | 30 | 37 | 10 | 77 | 110 | 118 | 55 | 283 | 3 | 4 | 11 | 11 |
| Pampanga | 14 | 7 | 1 | 22 | 317 | 533 | 1,406 | 2,256 | 137 | 179 | 75 | 391 | 454 | 712 | 1,481 | 2,647 | 114 | 106 | 35 | 255 |
| Pangasinan | 26 | 25 | 1 | 52 | 868 | 1,102 | 1,163 | 3,133 | 435 | 695 | 250 | 1,380 | 1,363 | 1,797 | 1,413 | 4,513 | 243 | 368 | 320 | 831 |
| Rizal | 24 | 6 | 1 | 31 | 1,688 | 1,370 | 516 | 3,574 | 563 | 198 | 50 | 811 | 2,251 | 1,568 | 566 | 4,385 | 1,129 | 537 | 161 | 1,827 |
| Samar | 37 | 4 | 1 | 42 | 223 | 27 | 478 | 728 | 8 | 9 | 58 | 66 | 231 | 27 | 536 | 794 | 76 | 9 | 109 | 194 |
| Sorsogon | 17 | 3 | 1 | 21 | 702 | 374 | 649 | 1,725 | 206 | 9 | 54 | 269 | 968 | 383 | 703 | 1,994 | 570 | 106 | 79 | 755 |
| Surigao | | 1 | 1 | 2 | | 363 | 364 | 727 | | | | | | 383 | 364 | 727 | | 28 | 27 | 55 |
| Tarlac | 1 | 6 | 1 | 8 | 94 | 261 | 698 | 1,063 | | 28 | 25 | 51 | 94 | 289 | 721 | 1,104 | 4 | 34 | 31 | 69 |
| Tayabas | 13 | 10 | 1 | 24 | 648 | 2,068 | 2,451 | 5,167 | 178 | 357 | 500 | 1,035 | 826 | 2,425 | 2,951 | 6,202 | 272 | 390 | 75 | 737 |
| Union | 4 | 8 | 1 | 13 | 93 | 712 | 521 | 1,326 | 56 | 116 | 56 | 228 | 149 | 828 | 577 | 1,554 | | 177 | 66 | 243 |
| Zambales | 14 | 4 | 1 | 19 | 247 | 631 | 304 | 1,182 | 10 | 108 | 91 | 209 | 257 | 739 | 395 | 1,391 | 246 | 103 | 5 | 354 |
| Normal | 1 | 1 | 1 | 3 | 1,802 | 1,802 | 1,803 | 5,407 | 1,088 | 1,088 | 1,089 | 3,265 | 2,890 | 2,890 | 2,892 | 8,672 | 258 | 258 | 258 | 774 |
| Total | 465 | 243 | 40 | 748 | 19,561 | 30,470 | 36,539 | 86,620 | 7,901 | 9,790 | 12,375 | 30,066 | 27,462 | 40,260 | 48,964 | 116,686 | 7,341 | 7,843 | 5,639 | 20,823 |
| Mindanao and Sulu | | 2 | 1 | 3 | | 268 | 235 | 504 | | 49 | 6 | 55 | | 317 | 242 | 116,659 | | 98 | 99 | 197 |
| Grand total | 465 | 245 | 41 | 751 | 19,561 | 30,738 | 36,825 | 87,124 | 7,901 | 9,839 | 12,381 | 30,121 | 27,462 | 40,577 | 49,206 | 117,245 | 7,341 | 7,941 | 5,738 | 21,020 |

No. 10.—*School Libraries—Continued.*

| Division. | Subscriptions. | | | | | | | | | | Persons using the library. | | | | | | | | | | | | | | |
|------------------------|----------------|------------|--------|------------------------|---------------|------------|------------------|----------|---------------|------------|----------------------------|----------|---------------|----------------------|--------|----------|---------------|------------|--------|-------|-------|-----|-----|-----|-----|
| | Newspapers. | | | Educational magazines. | | | Other magazines. | | | | Total. | | | Pupils and teachers. | | | | Outsiders. | | | | | | | |
| | Primary. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | Primary. | Intermediate. | Secondary. | Total. | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manila..... | 21 | 7 | 10 | 38 | 122 | 24 | 7 | 153 | 21 | 17 | 75 | 113 | 164 | 48 | 92 | 304 | 2,589 | 2,192 | 2,298 | 7,079 | 9 | 36 | 12 | 57 | 6 |
| Agusan..... | 5 | 7 | 2 | 14 | 6 | 11 | 1 | 18 | 4 | 12 | 3 | 19 | 3 | 15 | 30 | 6 | 51 | 1,035 | 1,008 | 150 | 2,193 | 174 | 228 | 75 | 5 |
| Albay..... | 2 | 1 | 1 | 3 | 5 | 3 | 2 | 8 | 9 | 10 | 6 | 13 | 25 | 6 | 8 | 33 | 516 | 513 | 93 | 1,122 | 6 | 5 | 3 | 5 | 3 |
| Antique..... | 2 | 2 | 3 | 7 | 14 | 2 | 3 | 19 | 9 | 2 | 2 | 13 | 25 | 6 | 8 | 39 | 380 | 380 | 119 | 120 | 619 | 6 | 5 | 3 | 16 |
| Bataan..... | 28 | 9 | 3 | 40 | 30 | 13 | 2 | 45 | 18 | 10 | 41 | 69 | 76 | 32 | 46 | 154 | 1,662 | 927 | 137 | 2,726 | 177 | 53 | 21 | 251 | 115 |
| Batangas..... | 24 | 17 | 4 | 45 | 106 | 31 | 137 | 5 | 28 | 33 | 135 | 76 | 211 | 2,788 | 2,174 | 84 | 5,046 | 75 | 40 | 115 | 115 | 40 | 7 | 100 | 100 |
| Bohol..... | 3 | 10 | 2 | 15 | 16 | 22 | 1 | 39 | 2 | 18 | 6 | 26 | 21 | 50 | 9 | 80 | 847 | 1,853 | 227 | 2,927 | 52 | 41 | 7 | 32 | 32 |
| Bukidnon..... | 18 | 8 | 26 | 52 | 15 | 17 | 1 | 33 | 2 | 9 | 3 | 14 | 35 | 34 | 4 | 73 | 1,046 | 615 | 141 | 2,901 | 57 | 100 | 3 | 160 | 160 |
| Bulacan..... | 2 | 1 | 3 | 6 | 3 | 3 | 1 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 7 | 12 | 848 | 582 | 200 | 1,630 | 24 | 2 | 6 | 32 | 32 |
| Camarines..... | 21 | 4 | 1 | 26 | 28 | 10 | 1 | 39 | 9 | 13 | 22 | 58 | 14 | 15 | 87 | 5,559 | 962 | 250 | 6,771 | 98 | 33 | 60 | 186 | 186 | |
| Capiz..... | 5 | 4 | 1 | 10 | 15 | 6 | 1 | 22 | 2 | 9 | 3 | 12 | 20 | 19 | 5 | 44 | 351 | 611 | 175 | 1,37 | 19 | 33 | 52 | 52 | |
| Cavite..... | 7 | 1 | 1 | 9 | 8 | 18 | 1 | 19 | 12 | 2 | 1 | 15 | 37 | 4 | 1 | 42 | 913 | 571 | 662 | 2,146 | 29 | 50 | 3 | 82 | 82 |
| Cebu..... | 16 | 8 | 2 | 26 | 16 | 5 | 3 | 24 | 46 | 5 | 7 | 58 | 78 | 18 | 12 | 108 | 1,669 | 380 | 387 | 2,436 | 69 | 78 | 3 | 78 | 78 |
| Ilocos Norte..... | 1 | 5 | 2 | 8 | 19 | 14 | 1 | 34 | 2 | 25 | 10 | 37 | 22 | 44 | 13 | 79 | 4,010 | 1,423 | 450 | 5,883 | 79 | 77 | 10 | 166 | 166 |
| Ilocos Sur..... | 81 | 42 | 3 | 126 | 61 | 33 | 7 | 91 | 18 | 14 | 36 | 68 | 150 | 89 | 46 | 285 | 1,760 | 2,285 | 916 | 4,863 | 83 | 121 | 12 | 216 | 216 |
| Iloilo..... | 2 | 17 | 19 | 38 | 3 | 1 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 22 | 28 | 235 | 190 | 516 | 610 | 10 | 4 | 14 | 14 | 14 |
| Isabela..... | 10 | 7 | 1 | 18 | 56 | 46 | 4 | 106 | 24 | 29 | 11 | 64 | 90 | 82 | 15 | 138 | 2,130 | 1,356 | 396 | 3,881 | 96 | 67 | 5 | 167 | 167 |
| Laguna..... | 19 | 22 | 2 | 43 | 43 | 46 | 3 | 92 | 16 | 28 | 15 | 59 | 78 | 95 | 20 | 194 | 784 | 2,120 | 384 | 3,486 | 20 | 28 | 6 | 54 | 54 |
| Leyte..... | 2 | 3 | 1 | 6 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 2 | 3 | 3 | 5 | 12 | 26 | 26 | 26 | 26 | 2 | 3 | 3 | 5 | 5 |
| Mindoro..... | 2 | 3 | 1 | 6 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 2 | 3 | 3 | 5 | 12 | 26 | 26 | 26 | 26 | 2 | 3 | 3 | 5 | 5 |
| Misamis..... | 2 | 1 | 1 | 4 | 3 | 1 | 1 | 4 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 6 | 128 | 285 | 62 | 327 | 14 | 3 | 7 | 17 | 17 |
| Mountain..... | 2 | 10 | 2 | 12 | 1 | 7 | 1 | 9 | 1 | 7 | 13 | 20 | 1 | 24 | 16 | 41 | 413 | 690 | 595 | 1,688 | 3 | 4 | 23 | 48 | 48 |
| Nueva Ecija..... | 4 | 1 | 2 | 7 | 4 | 1 | 3 | 8 | 2 | 3 | 10 | 15 | 10 | 5 | 15 | 30 | 84 | 105 | 304 | 435 | 23 | 7 | 20 | 50 | 50 |
| Nueva Vizcaya..... | 7 | 7 | 2 | 16 | 12 | 7 | 5 | 19 | 10 | 16 | 10 | 36 | 29 | 30 | 12 | 71 | 1,274 | 730 | 258 | 2,362 | 97 | 42 | 12 | 81 | 81 |
| Occidental Negros..... | 2 | 3 | 5 | 10 | 5 | 5 | 1 | 10 | 3 | 5 | 1 | 9 | 10 | 13 | 1 | 24 | 1,740 | 546 | 40 | 1,826 | 15 | 6 | 2 | 22 | 22 |
| Oriental Negros..... | 2 | 3 | 5 | 10 | 5 | 5 | 1 | 10 | 3 | 5 | 1 | 9 | 10 | 13 | 1 | 24 | 1,740 | 546 | 40 | 1,826 | 15 | 6 | 2 | 22 | 22 |
| Palawan..... | 2 | 3 | 5 | 10 | 5 | 5 | 1 | 10 | 3 | 5 | 1 | 9 | 10 | 13 | 1 | 24 | 1,740 | 546 | 40 | 1,826 | 15 | 6 | 2 | 22 | 22 |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|-----|-----|----|-----|-----|-----|----|-------|-----|-----|-----|-------|-------|-------|-----|-------|--------|--------|--------|--------|-------|-------|-----|-------|
| Pampanga | 15 | 10 | 25 | 35 | 26 | 1 | 62 | 5 | 8 | 5 | 18 | 55 | 44 | 6 | 105 | 1,224 | 1,656 | 653 | 3,543 | 171 | 4 | 10 | 186 | |
| Pangasinan | 16 | 20 | 3 | 39 | 19 | 47 | 3 | 69 | 4 | 14 | 14 | 32 | 39 | 81 | 20 | 140 | 2,391 | 2,198 | 540 | 5,629 | 96 | 114 | 8 | 220 |
| Rizal | 5 | 1 | 1 | 7 | 18 | 4 | 1 | 23 | 11 | 21 | 13 | 45 | 34 | 26 | 15 | 75 | 2,807 | 1,137 | 207 | 4,151 | 112 | 8 | | 120 |
| Samar | 51 | 5 | 56 | 51 | 4 | 1 | 56 | 63 | 14 | 5 | 82 | 165 | 23 | 6 | 194 | 788 | 236 | 255 | 1,279 | 100 | 30 | 8 | 132 | |
| Sorogon | 9 | 2 | 2 | 13 | 1 | 1 | 4 | 6 | | 3 | 18 | 21 | 10 | 6 | 24 | 40 | 1,096 | 186 | 520 | 1,802 | 140 | 5 | 40 | 188 |
| Surigao | | | | | | | | | | | | | | | | | | 50 | 100 | | | 1 | 2 | |
| Tarlac | 1 | 24 | 1 | 28 | 2 | 6 | 2 | 10 | | 7 | 4 | 11 | 3 | 37 | 7 | 47 | 180 | 1,000 | 139 | 1,319 | | 11 | 11 | 11 |
| Taybas | 18 | 8 | 4 | 30 | 25 | 32 | 3 | 60 | 9 | 15 | 12 | 36 | 52 | 55 | 19 | 126 | 1,501 | 2,007 | 396 | 3,844 | 113 | 76 | 20 | 209 |
| Union | 3 | 5 | 1 | 9 | 5 | 5 | 9 | 19 | 6 | 6 | 3 | 15 | 14 | 16 | 13 | 43 | 175 | 1,060 | 441 | 1,676 | 5 | 86 | | 91 |
| Zambales | 4 | 2 | 1 | 7 | 6 | 6 | 1 | 13 | 3 | 44 | 1 | 48 | 13 | 52 | 3 | 68 | 698 | 95 | 1,291 | 30 | 12 | 2 | 44 | |
| Normal | 4 | 4 | 4 | 12 | 1 | 2 | 2 | 5 | 11 | 11 | 33 | 16 | 17 | 17 | 50 | 610 | 611 | 611 | 1,832 | 3 | 3 | 4 | 10 | |
| Total | 410 | 260 | 75 | 745 | 752 | 440 | 70 | 1,262 | 319 | 394 | 358 | 1,071 | 1,481 | 1,094 | 503 | 3,078 | 43,381 | 33,157 | 13,088 | 89,586 | 1,901 | 1,379 | 398 | 3,678 |
| Mindanao and Sulu | | | 1 | 1 | | 2 | 1 | 3 | | 1 | 2 | 3 | | 3 | 4 | 7 | | 157 | 76 | 243 | 1 | 1 | 2 | 3 |
| Grand total | 410 | 260 | 76 | 746 | 752 | 442 | 71 | 1,265 | 319 | 395 | 360 | 1,074 | 1,481 | 1,097 | 507 | 3,085 | 43,381 | 33,334 | 13,114 | 89,829 | 1,901 | 1,380 | 400 | 3,681 |

During 1916, school libraries more than doubled in number. Both the books and pamphlets in them increased by 32 per cent, the teachers and pupils drawing books showed a gain of 123 per cent, and the number of people not connected with the schools who took advantage of the opportunity offered by the libraries increased by 133 per cent. The books placed in school libraries totaled 20,846, a gain of 184 per cent. Subscriptions for newspapers and magazines numbered 746 and 2,333 respectively, representing gains of 109 and 144 per cent. Educational magazine subscriptions reached a total of 1,262. Since a large stock of library books was not available in the Islands until the year was over, a still greater growth and development of school libraries is expected during 1917.

No. 11.—*Agricultural schools.*

The following table shows the names and locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, the value of products raised, and the amount of money provided for the school year, 1915-16.

| Name and location of school. | Teachers. | Total annual enrollment. | | | Total area of farm in hectares. | Number of animals. | | | | | Value of products. | | | | | | Amount of money provided 1915-16. | | | Value of improvements. | | |
|---|-----------|--------------------------|-----------|-------|---------------------------------|--------------------|--------|----------|---------|--------|--------------------|----------|----------|-------------|--------------|---------|-----------------------------------|-----------|-----------|------------------------|-------------|---------|
| | | American. | Filipino. | Male. | | Female. | Total. | Carabao. | Horses. | Vacas. | Hogs. | Poultry. | Animals. | Vegetables. | Field crops. | Fruits. | Miscellaneous. | Total. | Insular. | | Provincial. | Total. |
| | | | | | | | | | | | | | | | | | | | | | | |
| Central Luzon Agricultural School, Muñoz, Nueva Ecija | 4 | 7 | 388 | | 388 | 687.85 | 50 | 2 | 30 | 109 | 271 | 1,157.92 | 2206.02 | 15,125.57 | 12.66 | 199.48 | 16,591.65 | 10,000.00 | | | 10,000.00 | 194,610 |
| Bunawan Agricultural School, Bunawan, Agusan | 1 | 2 | 42 | | 42 | 41.91 | 3 | | | 2 | 52 | 304.10 | 24.59 | 275.29 | 128.82 | | 732.80 | 1,938.82 | 18.11 | 1,946.93 | 5,225 | |
| Mailag Agricultural School, Bukidnon, Agusan | | 3 | 56 | | 56 | 28 | 1 | | 20 | 48 | | 370.00 | 112.94 | 265.58 | 462.70 | | 1,211.22 | | | | 10,000 | |
| Aborlan Agricultural School, Aborlan, Palawan | 1 | 2 | 72 | 67 | 139 | 199 | 3 | 1 | 1 | 52 | | 430.00 | 13.01 | 496.40 | 161.44 | 89.60 | 1,190.45 | 4,000.00 | | 4,000.00 | 5,000 | |
| Total | 6 | 14 | 568 | 67 | 625 | 926.76 | 57 | 3 | 51 | 211 | 323 | 2,262.02 | 356.56 | 6,162.84 | 755.62 | 189.08 | 9,726.12 | 15,988.82 | 8.11 | 15,946.93 | 114,835 | |
| Mindanao and Sulu. | | | | | | | | | | | | | | | | | | | | | | |
| Piang Agricultural School, Piang, Cotabato | 1 | 5 | 147 | | 147 | 32 | | | 4 | 100 | | | 97.21 | 148.11 | 46.97 | | 292.29 | | 3,275.00 | | 3,275.00 | |
| Lumbatan Agricultural School, Lumbatan, Lanao. | 1 | 4 | 65 | | 65 | 60 | 2 | | 5 | 38 | | 494.00 | 49.05 | 213.00 | 118.10 | | 874.15 | | 7,420.00 | | 7,420.00 | |
| Total | 2 | 9 | 212 | | 212 | 92 | 2 | | 9 | 138 | | 494.00 | 146.26 | 361.11 | 165.07 | | 1,168.44 | | 10,695.00 | | 10,695.00 | |
| Grand total | 8 | 23 | 770 | 67 | 837 | 1,018.76 | 59 | 3 | 60 | 211 | 461 | 2,756.02 | 502.82 | 6,523.95 | 920.69 | 189.08 | 10,892.56 | 15,988.82 | 10,703.11 | 26,641.93 | 116,535 | |

NOTE.—All of the above agricultural schools except the Central Luzon Agricultural School, enroll non-Christian pupils chiefly. The latter school is much larger, more advanced, and better equipped than the others. An agricultural school is a boarding school where pupils are subsisted by the Government—the farm is the home of the pupils.

No. 12.—*Farm schools.*

The following table shows the names and locations of farm schools, the number of teachers, the total annual enrollment, the number of hectares of land owned and cultivated, the animals, the value of products, and the amount of money provided for the school year, 1915-16.

| Name and location of school. | Teachers. | Total annual enrollment. | | Total area cultivated. | Total area of farm in hectares. | Number of animals. | | | | Value of products. | | | | | Amount of money provided 1915-16. | | | Value of improvements. | | | | |
|---|-----------|--------------------------|-----------|------------------------|---------------------------------|--------------------|---------|--------|-------------|--------------------|--------|----------|----------|-------------|-----------------------------------|---------|----------------|------------------------|--------|----------|-------------|--------|
| | | American. | Filipino. | | | Male. | Female. | Total. | Carnivores. | | | Poultry. | Animals. | Vegetables. | Field crops. | Fruits. | Miscellaneous. | | Total. | Insular. | Provincial. | Total. |
| | | | | | | | | | Vacas. | Hogs. | | | | | | | | | | | | |
| Guinobatan Farm School, Guinobatan, Albay | 4 | 114 | 82 | 146 | 4 | 10.59 | 2 | 26 | 51 | 336.59 | 282.56 | 115.00 | | | | 134.15 | | 22,000 | 22,000 | 2,000 | | |
| Batangas Farm School, Batangas | 3 | 88 | | 88 | 3 | 3 | 2 | | 55 | 20.00 | 60.00 | 120.00 | | | | 200.00 | | 728 | 728 | | | |
| Odiangan Farm School, Odiangan, Capiz | 2 | 84 | 29 | 113 | | | | | | | | | | | | | | | | | | |
| Indang Farm School, Indang, Cavite | 7 | 102 | 47 | 149 | 7.5 | 9.5 | 2 | 3 | 57 | 432.00 | 283.00 | 586.00 | 228.00 | 145.00 | 1,354.00 | 14,970 | 300 | 5,270 | 250 | 1,880 | | |
| Batac Farm School, Batac, Ilocos Norte | 1 | 7 | 194 | 88 | 282 | 5 | 7.1 | 2 | 14 | 500.00 | 433.80 | 457.50 | 7.00 | 337.45 | 1,735.75 | | 400 | 400 | 800 | | | |
| Santa Maria, Farm School, Santa Maria, Ilocos Sur | 1 | 7 | 187 | 78 | 265 | 8.76 | 10.76 | 2 | 29 | 1,355.52 | 925.26 | 597.71 | 8.06 | 50.00 | 2,986.54 | 7,020 | 2,094 | 9,114 | | | | |
| Isabela Farm School, Caba-gan, Isabela | 1 | 4 | 155 | 51 | 206 | | | | | | | | | | | | | | | | | |
| Tacloban Farm School, Taclo-ban, Leyte | 1 | 2 | 125 | | 125 | 11 | 29.9 | 2 | 4 | 39.00 | 19.35 | 41.01 | 10.19 | 2.00 | 111.55 | | | | | 500 | | |
| San Carlos Farm School, San Carlos, Pangasinan | 1 | 5 | 142 | 88 | 230 | 9 | 12.6 | 2 | 45 | | 100.00 | 160.00 | 30.00 | | 290.00 | | 15,000 | 15,000 | 500 | | | |
| Iba Farm School, Iba, Zambales | 1 | 2 | 133 | | 133 | 5 | 11 | 3 | 7 | | 396.00 | 226.94 | | | 622.94 | | 250 | 250 | | | | |
| Total | 5 | 43 | 1,319 | 413 | 1,732 | 53.26 | 94.45 | 7 | 14 | 38 | 1,157 | 2,383.11 | 2,279.97 | 2,204.16 | 83.24 | 434.45 | 7,384.93 | 11,990 | 32,762 | 6,730 | | |

A farm school offers a 3-year course to boys in the intermediate grades. The number of these schools increased from eight to ten during the 1915-16 school year, and ultimately one should be located in nearly every province. The gain in enrollment was 26 per cent, most of which was accounted for by the organization of the two new schools. Only minor changes in the farm area occurred, as no data were available from the newly-established institutions. The number of hogs increased 200 per cent and the poultry 39 per cent. The rate of gain over 1914-15 was 69 per cent and 152 per cent from insular and provincial funds respectively.

No. 13.—Settlement farm schools.

| Division. | Number of schools. | Teachers. | Total annual enrollment. | | Total average daily attendance. | | Monthly enrollment by grades. | | | | | | | | Area of farms in hectares. | | | | | | | |
|---------------|--------------------|--------------------|--------------------------|---------|---------------------------------|----------|-------------------------------|--------------|----------|------------------------------------|-----------|----------|-------------|-----------------------|----------------------------|---------|--------|-------------|--------|---------|----------|----------|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | I. | | II. | | III. | | IV. | | Total. | Cultivated. | Total. | | | |
| | | | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | Male. | Female. | Male. | Female. |
| Agusan | 17 | 25 | 958 | 647 | 1,605 | 592 | 432 | 1,024 | 441 | 364 | 164 | 90 | 107 | 45 | 31 | 13 | 743 | 512 | 1,255 | 43,207 | 145,6079 | |
| Albay | 2 | 2 | 60 | 42 | 102 | 42 | 42 | 84 | 32 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 43 | 43 | 86 | 2,5 | 6,5 | |
| Bukidnon | 23 | 30 | 1,207 | 547 | 1,754 | 874 | 410 | 1,284 | 551 | 305 | 212 | 93 | 134 | 35 | 64 | 12 | 961 | 445 | 1,406 | 88,72 | 100,68 | |
| Nueva Vizcaya | 5 | 1 | 171 | 98 | 269 | 123 | 53 | 176 | 75 | 82 | 32 | 16 | 17 | 6 | 1 | | 125 | 54 | 179 | 8,1966 | 29,9825 | |
| Rizal | 2 | 3 | 45 | 12 | 57 | 30 | 10 | 40 | 28 | 11 | 6 | 1 | 1 | | | | 35 | 12 | 47 | 6,97 | 7,03 | |
| Samar | 2 | 2 | 94 | 60 | 154 | 68 | 35 | 103 | 53 | 47 | 21 | 9 | 13 | 4 | | | 87 | 60 | 147 | 2 | 4 | |
| Terlac | 2 | 2 | 30 | 17 | 47 | 22 | 10 | 32 | 11 | 9 | 10 | 2 | 5 | 2 | | | 26 | 13 | 39 | 4,17 | 11,41 | |
| Zambales | 1 | 4 | 31 | 19 | 50 | 23 | 14 | 37 | 15 | 8 | 6 | 5 | 2 | 1 | | | 23 | 14 | 37 | 11,6012 | 12,1371 | |
| Davao | 7 | 14 | 470 | 194 | 664 | 260 | 129 | 389 | 245 | 147 | 90 | 16 | 32 | 2 | | | 367 | 165 | 532 | 19,52 | 178,5 | |
| Lanao | 3 | 6 | 170 | 26 | 196 | 69 | 11 | 80 | 87 | 10 | 15 | 2 | 7 | | | | 109 | 12 | 121 | 7,68 | 17,8 | |
| Total | 63 | 1 | 96 | 3,236 | 1,620 | 4,856 | 2,103 | 1,104 | 3,207 | 1,538 | 983 | 567 | 234 | 318 | 95 | 96 | 35 | 2,519 | 1,287 | 3,806 | 189,5685 | 513,1775 |
| Division. | Number of animals. | Value of products. | | | | | | | | Amount of money provided, 1915-16. | | | | Value of improvement. | | | | | | | | |
| | | Carabao. | Vacca. | Hogs. | Poultry. | Animals. | Vegetables. | Field crops. | Fruits. | Miscellaneous. | Total. | Insular. | Provincial. | | Total. | | | | | | | |
| Agusan | 4 | | 4 | | 8 | 127,28 | 549,66 | 2,683,43 | 797,55 | | | | | | | | | | | | | |
| Albay | 2 | | | | | | 122,56 | 5,00 | | | | | | | | | | | | | | |
| Bukidnon | 2 | 16 | | | 32 | 33,44 | 1,336,30 | 4,686,97 | 2,501,10 | | | | | | | | | | | | | |
| Nueva Vizcaya | 9 | 10 | 22 | | 36 | 177,86 | 181,86 | 969,62 | 238,11 | | | | | | | | | | | | | |
| Rizal | 4 | | | | 16 | | 30,00 | 155,00 | | | | | | | | | | | | | | |
| Samar | | | 2 | | | | | 5,00 | | | | | | | | | | | | | | |
| Terlac | 2 | | | | | 240,00 | 50,00 | 150,00 | 25,00 | | | | | | | | | | | | | |
| Zambales | 9 | 23 | 30 | 54 | 700,00 | 53,87 | 460,50 | 10,85 | 190,80 | | | | | | | | | | | | | |
| Davao | 10 | | 5 | 38 | 430,00 | 104,00 | 538,21 | 13,80 | 656,01 | | | | | | | | | | | | | |
| Lanao | | | | | | | 23,47 | 81,77 | 10,44 | | | | | | | | | | | | | |
| Total | 42 | 56 | 56 | 244 | 1,708,58 | 2,451,72 | 9,735,50 | 3,610,85 | 190,80 | 17,697,45 | 19,869,86 | | | | | | | | | | | |

A settlement farm school is a primary school for nomadic peoples established with the aim of leading them to form permanent settlements in the vicinity of the school.

No. 14.—*School and home gardens.*

The following table shows, by divisions and for the Islands, the total number of schools and the total number of school and home gardens. School year, 1915-16.

| Division. | Number of schools. | Gardens. | | | | | |
|------------------------|--------------------|-----------|----------------|--------|-----------|----------------|--------|
| | | Schools. | | | Home. | | |
| | | Prim-ary. | Inter-mediate. | Total. | Prim-ary. | Inter-mediate. | Total. |
| Manila..... | 34 | 7 | 3 | 10 | 193 | 60 | 253 |
| Agusan..... | 32 | 10 | 1 | 11 | 96 | 12 | 107 |
| Albay..... | 127 | 115 | 6 | 121 | 1,211 | 76 | 1,287 |
| Antique..... | 72 | 65 | 2 | 67 | 817 | 58 | 875 |
| Bataan..... | 21 | 15 | 2 | 17 | 200 | 66 | 266 |
| Batangas..... | 180 | 142 | 9 | 151 | 2,372 | 295 | 2,667 |
| Bohol..... | 242 | 159 | 6 | 167 | 1,547 | 148 | 1,695 |
| Bukidnon..... | 24 | 21 | 1 | 22 | 74 | | 74 |
| Bulacan..... | 119 | 73 | 7 | 80 | 703 | 70 | 773 |
| Cagayan..... | 94 | 83 | 5 | 88 | 999 | 80 | 1,079 |
| Camarines..... | 146 | 129 | 8 | 137 | 4,177 | 585 | 4,762 |
| Capiz..... | 184 | 144 | 7 | 151 | 1,502 | 43 | 1,545 |
| Cavite..... | 67 | 27 | 3 | 30 | 521 | 102 | 623 |
| Cebu..... | 256 | 176 | 13 | 189 | 1,757 | 212 | 1,969 |
| Ilocos Norte..... | 137 | 112 | 9 | 121 | 1,133 | 291 | 1,424 |
| Ilocos Sur..... | 171 | 111 | 10 | 121 | 1,226 | 129 | 1,355 |
| Iloilo..... | 245 | 134 | 14 | 148 | 1,826 | 749 | 2,575 |
| Isabela..... | 69 | 58 | 3 | 61 | 521 | 79 | 600 |
| Laguna..... | 86 | 67 | 15 | 82 | 645 | 70 | 715 |
| Leyte..... | 227 | 169 | 22 | 191 | 1,646 | 594 | 2,240 |
| Mindoro..... | 58 | 46 | 2 | 48 | 298 | 45 | 343 |
| Mountain..... | 74 | 62 | 1 | 63 | 412 | | 412 |
| Nueva Ecija..... | 116 | 89 | 6 | 95 | 759 | 144 | 903 |
| Nueva Vizcaya..... | 32 | 26 | 2 | 28 | 246 | | 246 |
| Occidental Negros..... | 154 | 67 | 7 | 74 | 1,158 | 141 | 1,299 |
| Oriental Negros..... | 133 | 59 | 4 | 63 | 774 | 32 | 806 |
| Palawan..... | 40 | 24 | 2 | 26 | 465 | 20 | 485 |
| Pampanga..... | 120 | 102 | 6 | 108 | 2,860 | 187 | 3,047 |
| Pangasinan..... | 275 | 255 | 25 | 281 | 2,175 | 421 | 2,596 |
| Rizal..... | 83 | 31 | 4 | 35 | 638 | 153 | 791 |
| Samar..... | 161 | 95 | 6 | 101 | 620 | 69 | 689 |
| Sorsogon..... | 108 | 96 | 4 | 100 | 823 | 149 | 972 |
| Surigao-Misamis..... | 148 | 119 | 5 | 124 | 1,424 | 34 | 1,458 |
| Tarlac..... | 112 | 105 | 6 | 111 | 2,070 | 162 | 2,222 |
| Tayabas..... | 128 | 104 | 12 | 116 | 1,213 | 335 | 1,548 |
| Union..... | 75 | 57 | 13 | 70 | 1,385 | 546 | 1,931 |
| Zambales..... | 61 | 46 | 4 | 50 | 721 | 134 | 855 |
| Normal..... | 3 | 1 | 1 | 2 | | | |
| Trade..... | 3 | | | | | | |
| Total..... | 4,412 | 3,202 | 258 | 3,460 | 41,206 | 6,281 | 47,487 |
| Mindanao and Sulu..... | 126 | 83 | 2 | 85 | 903 | 42 | 945 |
| Grand total..... | 4,538 | 3,285 | 260 | 3,545 | 42,109 | 6,323 | 48,432 |

The increase in the number of school gardens was 4 per cent. The number of home gardens showed a gain of 5 per cent over the year 1914-15, most of the gain originating in the intermediate schools, where the number of home gardens was 35 per cent greater than during the previous school year.

No. 15.—*Industrial schools.*

A table showing, by divisions and for the Islands, the names of industrial schools, number of teachers, annual enrollment, average attendance, pupils in attendance, percentage of attendance, and the kinds of industrial work taught. March, 1916.

| Division and name of school. | Teachers. | | Annual enrollment. | | | Average attendance. | | Per- cent- age of attend- ance. | Classification. | Kinds of industrial work taught in school. | | |
|---|----------------|----------------|--------------------|-------|--------------|---------------------|--------------|---|-----------------|---|---|--|
| | Amer- ican. | Fili- pino. | Total. | Male. | Fe- male. | Total. | Fe- male. | | | | | |
| | | | | | | | | | | | | |
| <i>Ilocos Sur.</i> | | | | | | | | | | | | |
| Lagangilang Industrial School. | 1 | 5 | 6 | 106 | 1 | 107 | 78 | 78 | 100 | Tinguanes | Farming. | |
| <i>Mountain.</i> | | | | | | | | | | | | |
| Baguio Industrial School | 1 | 8 | 9 | 149 | 29 | 178 | 127 | 153 | 99 | Igorots | Woodworking and basketry. | |
| Bontoc Industrial School | 1 | 9 | 10 | 137 | 120 | 257 | 101 | 82 | 96 | Igorots and Ilocanos | Basketry, woodworking, blacksmithing, and loom weaving. | |
| Bua Igorot Girls' Industrial School. | 1 | 5 | 6 | 3 | 78 | 81 | 2 | 66 | 97 | Igorots | Lace making, loom weaving, and embroidery. | |
| Kabayan Industrial School | | 2 | 2 | 43 | | 43 | 37 | 37 | 100 | Igorots | Basketry, woodworking, and stone cutting. | |
| Kiangan Industrial School | 2 | 5 | 7 | 204 | 48 | 252 | 74 | 37 | 111 | Ifugaos | Basketry, woodworking, and gardening. | |
| Lubugan Industrial School. | 1 | 6 | 7 | 204 | 5 | 209 | 161 | 5 | 166 | 99 | Kalingas | Basketry, woodworking, and gardening. |
| Total | 6 | 35 | 41 | 740 | 280 | 1,020 | 502 | 216 | 718 | 96 | | |
| Grand total | 7 | 40 | 47 | 846 | 281 | 1,127 | 580 | 216 | 796 | 96 | | |

An industrial school is a dormitory school conducted primarily for non-Christian pupils, and offering industrial courses fitted to meet local needs or to develop local industries.

No. 16.—*Output of trade schools and provincial-school shops.*

The following table shows, by divisions and for the Islands, the number, value, profit, and cost of articles manufactured in trade schools and provincial-school shops during 1916.

TRADE SCHOOLS.

| Division. | Number of articles. | Total value. | Profit. | Cost. | | | | |
|-------------------------|---------------------|--------------|-----------|-------------|------------|---------------|-------------|---------------|
| | | | | Total cost. | Materials. | Machine work. | Paid labor. | Gratis labor. |
| Albay | 2,591 | P4,390.07 | P774.54 | P3,625.53 | P2,182.52 | P528.93 | P949.04 | P65.54 |
| Batangas | 2,042 | 6,594.71 | 821.51 | 5,773.20 | 3,867.71 | 291.75 | 1,126.41 | 488.33 |
| Bohol | 1,045 | 3,750.91 | 596.83 | 3,154.08 | 2,126.11 | 249.71 | 809.63 | 168.61 |
| Bulacan | 1,831 | 5,958.90 | 992.26 | 4,966.63 | 3,438.50 | 522.01 | 969.08 | 34.14 |
| Cagayan | 432 | 1,522.36 | 163.96 | 1,359.40 | 1,143.84 | 35.61 | 122.29 | 57.63 |
| Cebu | 2,441 | 4,075.66 | 971.29 | 3,104.37 | 1,972.07 | 254.08 | 853.68 | 124.54 |
| Ilocos Norte | 1,398 | 2,732.63 | 301.99 | 2,430.66 | 1,610.63 | 357.86 | 337.78 | 124.39 |
| Ilocos Sur | 1,918 | 5,236.51 | 906.38 | 4,330.17 | 3,322.14 | 210.76 | 656.00 | 241.21 |
| Iloilo | 2,160 | 5,946.03 | 798.35 | 5,148.68 | 2,632.35 | 427.46 | 1,279.40 | 809.47 |
| Laguna | 882 | 4,008.42 | 465.88 | 3,542.54 | 2,396.76 | 45.86 | 692.36 | 407.56 |
| Leyte | 3,357 | 23,086.18 | 5,234.57 | 18,852.61 | 12,312.79 | 2,252.40 | 3,476.00 | 811.42 |
| Occidental Negros | 201 | 1,429.44 | 472.89 | 956.55 | 607.24 | 65.72 | 168.30 | 115.29 |
| Oriental Negros | 1,109 | 3,821.54 | 918.49 | 2,903.05 | 1,509.49 | 28.64 | 1,318.32 | 46.83 |
| Pampanga | 812 | 3,640.47 | 1,089.68 | 2,551.79 | 1,430.22 | 296.71 | 326.89 | 497.77 |
| Pangasinan | 161 | 3,430.35 | 512.56 | 2,917.79 | 2,106.39 | 302.61 | 425.25 | 84.54 |
| Samar | 163 | 2,281.98 | 85.78 | 2,196.20 | 1,410.06 | 217.06 | 464.31 | 105.78 |
| Sorsogon | 983 | 4,257.63 | 1,334.81 | 2,922.82 | 911.10 | 633.00 | 940.38 | 439.34 |
| Union | 729 | 1,874.20 | 289.67 | 1,584.53 | 882.89 | 106.00 | 516.53 | 80.11 |
| Trade | 3,561 | 39,562.35 | 2,246.47 | 37,315.88 | 25,510.65 | 2,249.39 | 8,658.55 | 896.29 |
| Total | 26,716 | 127,600.34 | 17,965.86 | 109,634.48 | 71,070.88 | 9,074.55 | 23,890.20 | 5,598.85 |

PROVINCIAL-SCHOOL SHOPS.

| | | | | | | | | |
|---------------------|--------|------------|-----------|------------|-----------|----------|-----------|----------|
| Antique | 426 | P1,081.17 | P153.24 | P877.98 | P590.81 | | P161.68 | P125.94 |
| Camaringes | 587 | 2,507.24 | 310.13 | 2,197.11 | 1,461.24 | P98.38 | 352.92 | 284.57 |
| Capiz | 813 | 3,608.83 | 582.01 | 3,026.82 | 1,919.72 | 214.94 | 687.04 | 205.12 |
| Cavite | 159 | 394.25 | 57.70 | 336.55 | 279.56 | 14.09 | 6.25 | 86.65 |
| Isabela | 271 | 355.12 | 22.10 | 333.08 | 194.18 | 60.36 | | 78.49 |
| Nueva Ecija | 80 | 776.00 | 49.60 | 706.40 | 486.34 | | 140.60 | 79.56 |
| Nueva Vizcaya | 530 | 2,140.20 | 145.93 | 1,994.27 | 902.98 | | 926.54 | 164.75 |
| Palawan | 89 | 204.00 | 41.79 | 162.21 | 85.49 | .90 | 25.71 | 50.11 |
| Rizal | 100 | 967.93 | 399.02 | 568.91 | 454.35 | | 24.96 | 79.61 |
| Surigao | 48 | 637.29 | 53.00 | 584.29 | 367.86 | 19.30 | 124.08 | 73.10 |
| Tarlac | 32 | 537.80 | 68.15 | 469.65 | 346.85 | | 32.90 | 89.90 |
| Tayabas | 246 | 2,529.50 | 500.29 | 2,029.21 | 1,113.71 | 231.40 | 540.64 | 143.46 |
| Zambales | 7 | 558.25 | 87.92 | 470.27 | 468.15 | | | 2.12 |
| Zamboanga | 803 | 14,436.15 | 4,794.59 | 9,641.56 | 6,723.58 | | 2,647.55 | 270.43 |
| Total | 4,191 | 30,663.78 | 7,265.52 | 23,398.21 | 15,404.22 | 639.37 | 5,670.81 | 1,683.81 |
| Grand total | 30,907 | 158,264.07 | 25,231.38 | 133,032.69 | 86,475.10 | 9,713.92 | 29,561.01 | 7,282.66 |

No. 17.—*Philippine household industries.*

Centers organized during the period from August 9, 1916, to December 31, 1916.

| | Number centers organ- ized. | Number workers. | Output per month. | Capital. | Varieties of work. |
|------------------------|--------------------------------------|--------------------|-------------------------|----------|-----------------------|
| Agusan..... | None. | None. | None. | None. | None. |
| Albay..... | 8 | 80 | 350.00 | None. | 3 |
| Antique..... | None. | None. | None. | None. | None. |
| Bataan..... | 12 | 160 | 400.00 | 300 | 2 |
| Batanes..... | None. | None. | None. | None. | None. |
| Batangas..... | None. | None. | None. | None. | None. |
| Bohol..... | 3 | 30 | 80.00 | None. | 1 |
| Bukidnon..... | None. | None. | None. | None. | None. |
| Bulacan..... | 24 | 450 | 700.00 | 2,000 | 1 |
| Cagayan..... | None. | None. | None. | None. | None. |
| Camarines..... | None. | None. | 20.00 | None. | (*) |
| Capiz..... | None. | None. | None. | 600 | None. |
| Cavite..... | 4 | 92 | 500.00 | None. | 1 |
| Cebu..... | None. | None. | None. | None. | None. |
| Ilocos Norte..... | 4 | 52 | 80.00 | 500 | 2 |
| Ilocos Sur..... | 6 | 55 | 300.00 | None. | 1 |
| Iloilo..... | 1 | 25 | 100.00 | 5,000 | 1 |
| Isabela..... | None. | None. | None. | 500 | None. |
| Laguna..... | 9 | 753 | 2,130.00 | (*) | 6 |
| Leyte..... | None. | None. | None. | 2,500 | None. |
| Mindoro..... | None. | None. | None. | None. | None. |
| Misamis..... | None. | None. | None. | 1,000 | None. |
| Nueva Ecija..... | 6 | 35 | 13.20 | 100 | 3 |
| Nueva Vizcaya..... | None. | None. | None. | 100 | None. |
| Occidental Negros..... | (*) | (*) | (*) | (*) | (*) |
| Oriental Negros..... | 3 | 47 | 450.00 | 3,000 | 1 |
| Palawan..... | None. | None. | None. | 600 | None. |
| Pampanga..... | 1 | 15 | 200.00 | None. | 1 |
| Pangasinan..... | 9 | 40 | 300.00 | 5,000 | 1 |
| Rizal..... | 10 | 1,693 | 494.80 | 1,000 | 5 |
| Samar..... | 6 | 81 | 250.00 | None. | 1 |
| Sorsogon..... | 7 | 39 | 50.00 | 2,000 | 2 |
| Surigao..... | 1 | 4 | None. | None. | 1 |
| Tarlac..... | 2 | 29 | 100.00 | None. | (*) |
| Tayabas..... | None. | None. | None. | 1,500 | None. |
| Union..... | 7 | 62 | 250.00 | None. | 1 |
| Zambales..... | 1 | 20 | 50.00 | None. | 1 |
| Manila..... | | | | | |
| Mindanao and Sulu..... | | | | | |
| Total..... | 123 | 3,762 | 6,818 | 25,700 | 35 |

* Data not available.

| Division. | Mixed materials. | | | Temporary. | | | Summary. | | |
|-------------------|------------------|--------|-----------|-----------------|--------|-----------|-----------------|--------|-------------|
| | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. |
| Manila | 3 | 3 | P966.00 | | | | 21 | 217 | P903,000.84 |
| Agusan | 1 | 3 | 800.00 | 1 | 2 | P1,600.00 | 11 | 37 | 64,016.62 |
| Albay | 22 | 29 | 12,310.14 | 55 | 73 | 16,281.54 | 117 | 272 | 411,896.20 |
| Antique | 5 | 18 | 10,230.00 | 33 | 49 | 6,514.95 | 45 | 107 | 97,606.34 |
| Bataan | 6 | 16 | 7,250.00 | 4 | 6 | 570.00 | 18 | 69 | 70,971.29 |
| Batanes. | 9 | 13 | 6,672.48 | | | | 12 | 21 | 22,568.58 |
| Batangas | 18 | 30 | 10,067.14 | 23 | 40 | 5,643.44 | 69 | 198 | 282,372.98 |
| Bohol | 83 | 179 | 87,328.01 | 68 | 109 | 15,623.98 | 177 | 408 | 322,518.15 |
| Bukidnon | | | | 4 | 10 | 10,230.08 | 5 | 17 | 13,590.26 |
| Bulacan | 7 | 20 | 8,080.79 | 20 | 29 | 6,796.00 | 54 | 196 | 385,547.96 |
| Cagayan | | | | | | | | | |
| Camarines | 11 | 22 | 5,254.56 | 13 | 22 | 2,729.00 | 36 | 96 | 134,548.20 |
| Capiz | 19 | 30 | 13,038.12 | 44 | 53 | 5,988.23 | 84 | 166 | 241,352.70 |
| Capiz | 13 | 36 | 14,751.89 | 50 | 92 | 9,990.09 | 95 | 239 | 208,962.13 |
| Cavite | 8 | 23 | 7,362.89 | 4 | 17 | 3,640.00 | 35 | 151 | 246,269.94 |
| Cebu | 43 | 66 | 25,117.39 | 83 | 118 | 19,477.91 | 162 | 380 | 506,013.88 |
| Ilocos Norte | 22 | 35 | 11,568.33 | 8 | 11 | 1,450.00 | 56 | 163 | 292,290.14 |
| Ilocos Sur | 29 | 64 | 23,839.11 | 30 | 39 | 5,536.09 | 90 | 241 | 271,605.99 |
| Iloilo | 17 | 33 | 9,839.24 | 58 | 175 | 27,576.18 | 148 | 391 | 447,404.79 |
| Isabela | 9 | 17 | 7,600.00 | 19 | 27 | 5,956.00 | 30 | 60 | 49,171.73 |
| Laguna | 8 | 19 | 10,916.11 | 1 | 6 | 250.00 | 43 | 235 | 463,219.62 |
| Leyte | 82 | 113 | 60,076.71 | 105 | 113 | 24,098.66 | 245 | 439 | 650,883.00 |
| Mindoro. | 9 | 24 | 16,750.00 | | | | 14 | 44 | 70,161.63 |
| Misamis. | 9 | 27 | 18,948.46 | 1 | 1 | 200.00 | 19 | 65 | 125,699.43 |
| Mountain | 14 | 43 | 13,336.37 | 12 | 22 | 2,200.00 | 33 | 109 | 115,083.03 |
| Nueva Ecija | 6 | 16 | 10,023.88 | 33 | 41 | 8,460.25 | 59 | 159 | 215,885.19 |
| Nueva Vizcaya | 10 | 23 | 3,360.00 | 16 | 31 | 5,332.31 | 31 | 75 | 74,453.20 |
| Occidental Negros | 44 | 93 | 45,245.23 | 55 | 84 | 20,189.89 | 123 | 285 | 342,591.53 |
| Oriental Negros | 18 | 41 | 14,476.17 | 42 | 56 | 9,967.68 | 76 | 166 | 190,951.15 |
| Palawan | 6 | 23 | 19,760.96 | | | | 9 | 36 | 43,134.66 |
| Pampanga | 15 | 57 | 48,353.13 | 20 | 29 | 6,428.94 | 52 | 215 | 399,667.68 |
| Pangasinan | | | | | | | | | |
| Rizal | 19 | 75 | 53,691.94 | 46 | 66 | 12,223.00 | 96 | 362 | 540,058.56 |
| Samar | 17 | 53 | 39,745.50 | 6 | 7 | 786.00 | 45 | 133 | 229,796.17 |
| Sarangani | | | | | | | 13 | 102 | 275,697.98 |
| Sorsogon | | | | | | | 22 | 116 | 355,689.21 |
| Surigao | 1 | 6 | 1,641.15 | | | | 10 | 29 | 57,072.80 |

No. 18.—*Permanent, mixed-material and temporary buildings—Continued.*

| Division. | Mixed materials. | | | Temporary. | | | Summary. | | |
|---------------|------------------|--------|------------|-----------------|--------|------------|-----------------|--------|---------------|
| | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. |
| Tarlac..... | 2 | 4 | 700.00 | 4 | 8 | 972.95 | 35 | 113 | 215,912.25 |
| Trayabas..... | 14 | 40 | 16,720.45 | 7 | 9 | 6,635.20 | 47 | 223 | 207,800.29 |
| Union..... | 3 | 10 | 100.00 | 9 | 30 | 5,960.00 | 25 | 121 | 197,800.96 |
| Zambales..... | 6 | 17 | 7,825.56 | 13 | 20 | 2,875.00 | 27 | 119 | 131,820.96 |
| Normal..... | | | | | | | 2 | 112 | 130,214.26 |
| Trade..... | | | | | | | | | 758,741.26 |
| Total..... | 608 | 1,311 | 645,607.71 | 927 | 1,395 | 252,004.37 | 2,298 | 6,729 | 221,793.66 |
| | | | | | | | | | 10,945,091.94 |

| DEPARTMENT OF MINDANAO AND SULU. | | | | | | | | | |
|----------------------------------|------------------|--------|-----------|-----------------|--------|----------|-----------------|--------|------------|
| Division. | Mixed materials. | | | Temporary. | | | Summary. | | |
| | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. |
| Cotabato..... | 7 | 17 | 4,762.00 | 12 | 23 | 2,567.46 | 19 | 40 | 7,329.46 |
| Davao..... | 15 | 27 | 15,325.00 | 22 | 26 | 3,100.00 | 37 | 53 | 18,425.00 |
| Lanao..... | 9 | 11 | 2,950.00 | 4 | 4 | 960.00 | 14 | 18 | 12,410.00 |
| Sulu..... | | | | 1 | 3 | 200.00 | 2 | 13 | 35,200.00 |
| Zamboanga..... | 15 | 22 | 22,811.85 | 3 | 9 | 2,050.00 | 20 | 43 | 66,861.85 |
| Total..... | 46 | 77 | 45,848.85 | 42 | 65 | 8,877.46 | 92 | 167 | 140,226.31 |

* November, 1916.

The increase in standard-plan buildings during 1916 was 61, or 18 per cent. Their value increased by more than \$900,000, or 26 per cent, thus showing the preponderance of buildings of considerable size. The following divisions completed three or more of this type of building: Albay, Camarines, Capiz, Cebu, Ilocos Norte, Iloilo, Laguna, Leyte, Nueva Vizcaya, Pampanga, Tarlac. On December 31, 1916, there were under construction 32 Camarines buildings of which 20 were standard plan.

The increase in the number of reconstructed permanent buildings was 19 though the total for some divisions decreased because of the adoption of more rigid requirements for classification as permanent buildings. This also accounted for the decrease of 50 in the number of permanent buildings of special type. The completion of new schools of this kind, however, resulted in raising the valuation of such schools by over \$200,000. The total number of buildings of permanent construction increased by 30. The mixed material buildings increased by 225, or 65 per cent during the year, part of which increase was due to change in classification.

No. 19.—*Insular aid for school-building construction.*

The following table shows, by divisions and for the Islands, the Insular aid granted for the construction of municipal, provincial, and Insular school buildings. (December 31, 1916).

| Division. | Municipal school buildings. | | | Provincial school buildings. | Insular school buildings. | Total for all school buildings. |
|-------------------|-----------------------------|--------------|--------------|------------------------------|---------------------------|---------------------------------|
| | Gabaldon aid. | Other aids. | Total aid. | | | |
| Manila | | 53,639.89 | 53,639.89 | | 972,793.66 | 1,026,433.55 |
| Agusan | | 37,950.00 | 37,950.00 | | | 37,950.00 |
| Albay | 110,454.99 | 38,000.00 | 148,454.99 | 18,000.00 | | 166,454.99 |
| Antique | 22,000.00 | 6,000.00 | 28,000.00 | 13,500.00 | | 41,500.00 |
| Bataan | 11,360.00 | 25,000.00 | 36,360.00 | 6,000.00 | | 42,360.00 |
| Batanes | 10,000.00 | | 10,000.00 | | | 10,000.00 |
| Batangas | 69,304.86 | 64,000.00 | 123,304.86 | 63,000.00 | | 186,304.86 |
| Bohol | 66,078.43 | 13,000.00 | 79,078.43 | 32,000.00 | | 111,078.43 |
| Bukidnon | | 5,500.00 | 5,500.00 | 3,000.00 | | 8,500.00 |
| Bulacan | 72,914.30 | 55,900.00 | 128,814.30 | 21,378.74 | | 150,193.04 |
| Cagayan | 22,190.00 | 21,500.00 | 43,690.00 | 20,000.00 | | 63,690.00 |
| Camarines | 48,370.00 | 30,000.00 | 78,370.00 | 28,000.00 | | 106,370.00 |
| Capiz | 57,853.00 | 10,000.00 | 67,853.00 | 19,590.00 | | 87,453.00 |
| Cavite | 69,682.00 | 61,000.00 | 130,682.00 | 21,575.00 | | 152,257.00 |
| Cebu | 103,862.84 | 62,500.00 | 166,362.84 | 17,000.00 | | 183,362.84 |
| Ilocos Norte | 65,360.05 | 30,000.00 | 95,360.05 | 27,000.00 | | 122,360.05 |
| Ilocos Sur | 62,620.25 | 35,273.14 | 97,793.39 | 37,000.00 | | 134,793.39 |
| Iloilo | 69,821.90 | 30,500.00 | 100,321.90 | 48,517.32 | | 148,839.22 |
| Isabela | 4,000.00 | 20,000.00 | 24,000.00 | 10,000.00 | | 34,000.00 |
| Laguna | 108,975.07 | 6,000.00 | 114,975.07 | 56,000.00 | 54,127.03 | 225,102.10 |
| Leyte | 178,340.89 | 56,000.00 | 234,340.89 | 32,000.00 | | 266,340.89 |
| Mindoro | 21,201.00 | 20,000.00 | 41,201.00 | 17,500.00 | | 58,701.00 |
| Misamis | 16,590.00 | 48,000.00 | 64,590.00 | 22,000.00 | | 86,590.00 |
| Mountain | | 73,689.72 | 73,689.72 | | 64,811.29 | 138,501.01 |
| Nueva Ecija | 68,987.18 | 11,650.00 | 80,637.18 | 9,000.00 | 54,023.57 | 138,660.75 |
| Nueva Vizcaya | 13,300.00 | 35,550.00 | 48,850.00 | 24,000.00 | | 72,850.00 |
| Occidental Negros | 73,666.66 | 25,500.00 | 99,166.66 | 14,500.00 | | 113,666.66 |
| Oriental Negros | 29,997.94 | | 29,997.94 | 11,000.00 | | 40,997.94 |
| Palawan | 15,000.00 | | 15,000.00 | 5,200.00 | 1,500.00 | 21,700.00 |
| Pampanga | 67,100.00 | 70,000.00 | 137,100.00 | 18,985.28 | | 156,085.28 |
| Pangasinan | 93,345.23 | 57,000.00 | 150,345.23 | 28,000.00 | | 178,345.23 |
| Rizal | 39,944.81 | 28,100.00 | 68,044.81 | 7,252.75 | | 75,297.56 |
| Samar | 75,504.06 | 18,000.00 | 93,504.06 | 24,000.00 | | 117,504.06 |
| Sorsogon | 60,672.82 | 10,433.83 | 71,106.65 | 30,021.23 | | 101,127.88 |
| Surigao | 42,567.50 | 2,000.00 | 44,567.50 | 17,500.00 | | 62,067.50 |
| Tarlac | 90,357.02 | 23,000.00 | 113,357.02 | 7,793.03 | | 121,150.05 |
| Tayabas | 71,924.41 | 63,446.00 | 135,370.41 | 29,907.06 | | 165,277.47 |
| Union | 42,800.00 | 43,500.00 | 86,300.00 | 26,000.00 | | 112,800.00 |
| Zambales | 19,383.50 | 16,000.00 | 35,383.50 | 24,000.00 | | 59,383.50 |
| Miscellaneous | 4,546.54 | | | | | 4,546.54 |
| Balance | 7.99 | | | | | 7.99 |
| Adjustment | 4.76 | | | | | 4.76 |
| Total | 2,000,000.00 | 1,197,632.58 | 3,197,632.58 | 790,220.41 | 1,147,255.55 | 5,185,108.54 |

The above figures indicate that the amount of aid granted the various school divisions does not, in many instances, bear a very close relation to their needs as expressed in the number of pupils in the schools. Since local funds were a prerequisite for Insular aid, the wealthier provinces have as a rule, benefited most from government assistance. While no very valid objection to this result is evident, yet the question of placing the poorer provinces upon the same basis as the wealthier ones with regard to school accommodations merits consideration.

Important Insular-school buildings include the Philippine Normal School and the Philippine School of Arts and Trades in Manila, the Rizal Memorial School at Calamba, Laguna, and the Central Luzon Agricultural School at Muñoz, Nueva Ecija.

No. 20.—School sites.

The following table shows, by divisions and for the Islands, the number of school sites, their classification, area, estimated value, and method of acquisition. (December 31, 1916.)

| Division. | Number of school sites. | | | | | | Area of school sites. | | | | Estimated value of school sites. | | | | Summary. | | | | | | | |
|-------------------------|-------------------------|---------|--------|--------------------------|--------|----------|-----------------------|-------------|--------------------------|---------|----------------------------------|---------|-----------|-----------|----------|-----------|------------------|---------------|----|----|----|----|
| | Municipal. | | | Barrio. | | | Municipal. | | | | Municipal. | | | | Num-ber. | Area. | Estimated value. | How acquired. | | | | |
| | Central. | | Class. | Provincial and In-sular. | | Central. | | Barrio. | Provin-cial and Insular. | | Central. | Barrio. | Donation. | Purchase. | | | | Reservation. | | | | |
| | First. | Second. | | Third. | First. | Second. | Third. | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Provincial and Insular. | Manila | | 5 | 5 | | | Sq. meters. | Sq. meters. | Sq. meters. | | | | | | 10 | 94,551 | 646,020 | | | 7 | 34 | |
| | Aguian | 15 | 2 | | 2 | 4 | | 33,217 | 67,210 | P5,200 | 37,417 | P950 | | | 25 | 1,001,789 | 43,587 | 1 | | | 23 | |
| | Albay | 3 | 11 | 3 | 7 | 17 | 24 | 36 | 44,936 | 295,946 | 8,919 | 20,820 | 20,825 | | 101 | 675,634 | 49,874 | 44 | 37 | | 20 | |
| | Antique | 1 | 5 | 2 | 1 | 7 | 2 | 6 | 9,882 | 76,033 | 1,500 | 2,050 | 1,890 | | 24 | 144,704 | 5,440 | 19 | 4 | | 1 | |
| | Bataan | 1 | 2 | 1 | 8 | | | | 59,073 | 3,685 | 580 | 4,230 | 1,520 | | 18 | 64,738 | 6,340 | 10 | 8 | | | |
| | Batanes | | | | | | | | 69,507 | 1,548 | | | | | | | | | | | | 4 |
| | Batangas | 1 | 11 | 4 | 11 | 16 | 10 | 17 | 32,391 | 299,985 | 196,665 | 7,000 | 28,692 | 9,438 | 70 | 411,041 | 45,120 | 47 | 17 | | 6 | |
| | Bohol | 1 | 10 | 8 | 14 | 14 | 21 | 58 | 28,595 | 301,890 | 221,111 | 5,080 | 32,189 | 8,188 | 126 | 551,598 | 45,457 | 81 | 38 | | 7 | |
| | Bulacan | | | | | | | | 90,150 | | | | 1,800 | | 2 | 90,150 | 1,800 | | | | 2 | |
| | Bukidnon | | 15 | 3 | 6 | 9 | 2 | 4 | | 282,130 | 66,491 | | 52,341 | 13,783 | 39 | 348,621 | 66,124 | 14 | 25 | | | |
| | Cagayan | 2 | 7 | 6 | 10 | 6 | 12 | 23 | 120,712 | 220,339 | 136,588 | 4,650 | 8,226 | 6,515 | 66 | 477,639 | 19,491 | 33 | 25 | | 8 | |
| | Camarines | 3 | 14 | 8 | 17 | 8 | 5 | 31 | 82,600 | 181,871 | 108,882 | 8,200 | 30,613 | 4,372 | 84 | 368,353 | 43,186 | 39 | 18 | | 27 | |
| | Capiz | 2 | 7 | 2 | 5 | 36 | 33 | 38 | 171,354 | 367,228 | 590,360 | 60,774 | 22,722 | 26,543 | 137 | 1,128,942 | 100,039 | 98 | 6 | 34 | | |
| | Cavite | 2 | 7 | 2 | 12 | 2 | 17 | 13 | 86,958 | 124,323 | 44,197 | 3,425 | 36,188 | 14,303 | 42 | 255,513 | 84,521 | 8 | 26 | | 8 | |
| | Cebu | 1 | 24 | 8 | 19 | 38 | 17 | 33 | 78,450 | 468,399 | 410,855 | 112,725 | 27,699 | 18,677 | 140 | 967,704 | 185,101 | 54 | 39 | 47 | | |
| | Ilocos Norte | | 2 | 4 | 7 | 8 | 43 | 23 | 38 | 260,396 | 114,962 | 569,593 | 18,400 | 11,010 | 10,046 | 125 | 944,811 | 39,456 | 92 | 22 | | 11 |
| Ilocos Sur | | 5 | 20 | 13 | 19 | 51 | 10 | 14 | 22,007 | 599,670 | 529,887 | 6,200 | 25,637 | 9,416 | 132 | 1,151,464 | 41,253 | 71 | 32 | | 29 | |
| Iloilo | | 1 | 13 | 5 | 6 | 138 | 14 | 13 | 89,580 | 246,985 | 907,188 | 40,000 | 43,050 | 25,256 | 190 | 1,243,753 | 108,306 | 135 | 26 | | 29 | |
| Isabela | | 1 | 5 | 2 | 5 | 9 | | | 75,152 | 116,066 | 182,026 | 2,000 | 2,290 | 2,406 | 22 | 373,244 | 6,696 | 5 | 10 | | 7 | |
| Laguna | | 1 | 15 | 6 | 23 | 3 | 3 | 12 | 60,000 | 358,838 | 69,807 | 24,000 | 118,340 | 6,103 | 63 | 488,443 | 148,443 | 17 | 30 | | 16 | |
| Laute | | | | | | | | | | | | | | | | | | | | | | 4 |
| Leyte | | 1 | 29 | 14 | 21 | 112 | 48 | 153 | 292,204 | 540,980 | 1,232,798 | 10,000 | 49,710 | 29,482 | 378 | 2,065,982 | 89,192 | 275 | 43 | | 60 | |
| Mindoro | | 1 | 3 | 1 | 5 | 3 | | | 5,800 | 46,820 | 34,333 | 2,000 | 9,970 | 950 | 29 | 86,863 | 3,920 | 9 | 2 | | 18 | |
| Misamis | | 1 | 2 | | | | 3 | | | 75,487 | 73,610 | 25,468 | 6,000 | 4,450 | 385 | 9 | 174,566 | 10,835 | 2 | 3 | | 4 |

| | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|-----|-----|-----|-----|-----|-----|---|----|-----------|-----------|-----------|---------|-----------|---------|-------|------------|-----------|-------|-----|-----|
| Mountain | 8 | 1 | 17 | 7 | 6 | 1 | 2 | 8 | 8 | 342,158 | 40,363 | 132,039 | 15,840 | 450 | 1,740 | 32 | 514,560 | 18,030 | 2 | 2 | 28 |
| Nueva Ecija | | | | | | | 15 | 8 | 4 | 35,085 | 233,228 | 146,766 | 500 | 18,350 | 5,610 | 53 | 415,069 | 24,360 | 30 | 17 | 6 |
| Nueva Vizcaya | 1 | 8 | 1 | | | | 14 | 1 | 6 | 69,142 | 308,010 | 422,272 | 200 | 2,200 | 3,900 | 31 | 800,424 | 6,300 | 1 | | 30 |
| Occidental Negros | 1 | 7 | 5 | 10 | 11 | 13 | 2 | 2 | 2 | 51,452 | 219,888 | 206,737 | 11,910 | 50,528 | 4,179 | 49 | 477,072 | 66,617 | 19 | 10 | 20 |
| Oriental Negros | 1 | 4 | 6 | 9 | 5 | 4 | 46 | 4 | 46 | 15,260 | 160,725 | 114,612 | 15,260 | 27,961 | 4,220 | 69 | 280,487 | 47,421 | 36 | 10 | 23 |
| Palawan | 3 | 5 | 3 | | | | 5 | 2 | 7 | 2,067,463 | 99,628 | 198,844 | 12,600 | 1,879 | 606 | 25 | 2,355,338 | 15,084 | 2 | | 23 |
| Pampanga | 2 | 8 | 6 | 8 | | | 2 | 2 | 2 | 41,312 | 174,900 | 12,344 | 31,824 | 14,635 | 1,530 | 28 | 227,966 | 47,969 | 3 | 18 | 7 |
| Pangasinan | 1 | 5 | 23 | 14 | 3 | 4 | 17 | 4 | 17 | 123,585 | 571,297 | 107,734 | 6,910 | 74,677 | 4,185 | 67 | 807,617 | 85,772 | 29 | 22 | 16 |
| Rizal | 2 | 8 | 2 | 12 | 4 | 2 | 17 | 2 | 17 | 69,106 | 149,136 | 130,139 | 16,196 | 63,770 | 19,637 | 47 | 338,380 | 88,603 | 22 | 22 | 3 |
| Samar | 2 | 40 | 3 | 2 | 23 | 8 | 66 | 2 | 66 | 33,582 | 651,844 | 802,143 | 1,000 | 22,395 | 5,758 | 133 | 922,069 | 29,153 | 106 | 23 | 4 |
| Sorogon | 2 | 6 | 7 | 5 | 25 | 9 | 2 | 4 | 2 | 240,424 | 117,825 | 247,223 | 63,310 | 14,460 | 4,665 | 56 | 610,477 | 87,935 | 82 | 22 | 2 |
| Surigao | 1 | 1 | | 4 | 1 | | 4 | 4 | | 106,379 | 22,586 | 36,576 | 41,500 | 16,575 | 2,960 | 15 | 165,551 | 62,055 | 7 | 1 | 7 |
| Tarlac | 2 | 5 | | 9 | 9 | 1 | 31 | | | 13,975 | 108,445 | 123,142 | 2,700 | 13,264 | 7,530 | 57 | 240,463 | 23,594 | 32 | 7 | 13 |
| Tayabas | 1 | 14 | 2 | 20 | 2 | | 6 | | | 59,837 | 294,428 | 25,438 | 30,100 | 43,660 | 1,400 | 45 | 339,168 | 73,060 | 15 | 13 | 17 |
| Union | 1 | 5 | 6 | 7 | 20 | 15 | 8 | | | 72,557 | 124,909 | 233,235 | 27,337 | 31,847 | 1,260 | 62 | 430,761 | 70,980 | 22 | 34 | 6 |
| Zambales | 3 | 2 | 4 | 4 | 1 | | | | | 119,156 | 77,381 | 24,348 | 5,060 | 8,616 | 1,386 | 18 | 220,385 | 15,062 | 5 | | 5 |
| Total | 75 | 351 | 190 | 309 | 653 | 312 | 733 | | | 5,836,234 | 8,270,576 | 8,212,499 | 604,790 | 1,605,021 | 291,933 | 2,623 | 22,378,309 | 2,501,744 | 1,420 | 623 | 580 |

The total increase in school sites during 1916 was 303, of which 299 were municipal sites, 147 being for central schools. The number of municipal sites increased by 21 per cent and their area by 14 per cent. The actual area of municipal sites acquired was 203.6 hectares; that of Insular and provincial sites was 28.6 hectares.

The increase in the value of school sites for 1916 was approximately P200,000; the percentages of increase in the value of provincial and Insular, central, and Barrio sites were 5 per cent, 15 per cent, and 6 per cent, respectively.

[illegible]

| Division. | Form of donation. | | | | Amount devoted to— | | | | | | | | |
|-------------------|-------------------|------------|----------|----------|---------------------|-----------|-----------|-----------------------------|-----------------|------------|---------------------|---------------------|-----------|
| | Money. | Materiala. | Labor. | Land. | Miscel- laneous. | Total. | Salaries. | Building and grounds. | Libra- ries. | Athletica. | Miscel- laneous. | Balance on hand. | Total. |
| Manila | 942.04 | 3,845.00 | 1,810.00 | | | 942.04 | 120.50 | 5,655.00 | | 942.04 | | 14.50 | 942.04 |
| Agusan | 1,335.00 | 1,765.00 | 1,549.54 | | 184.00 | 4,829.98 | 1,050.00 | 3,413.54 | 110.00 | | 81.39 | 175.00 | 5,790.00 |
| Abay | 2,368.43 | 773.00 | 473.70 | 235.00 | 28.20 | 3,878.33 | | 2,860.19 | 180.58 | 624.94 | 48.99 | 183.73 | 4,829.98 |
| Antique | 524.31 | | | | 171.71 | 696.02 | | | 58.86 | 179.08 | 443.67 | 14.41 | 696.02 |
| Bataan | | | | | | | | | | | | | |
| Batangas | 12,897.04 | 4,221.46 | 3,699.25 | 2,205.00 | 245.00 | 23,267.75 | 8,663.17 | 12,280.06 | 72.80 | 973.00 | 871.75 | 406.98 | 23,267.75 |
| Bolton | 321.60 | 896.50 | 986.50 | | | 1,998.60 | | | | 6.45 | | | 1,998.60 |
| Bulacan | 7,263.21 | 680.00 | | 1,820.00 | 582.00 | 11,510.81 | 683.26 | 3,718.74 | 57.62 | 2,714.74 | 1,844.53 | 2,495.16 | 11,510.81 |
| Bulacan | 3,597.55 | 384.00 | 775.00 | | 15.00 | 6,126.55 | 1,350.80 | 1,767.81 | 166.62 | 1,391.35 | 169.64 | 310.53 | 6,126.55 |
| Cagayan | | | | | | | | | | | | | |
| Camarines | 1,731.75 | 416.50 | 327.00 | 150.00 | 895.35 | 3,460.58 | 754.85 | 955.18 | 39.95 | 806.57 | 468.19 | 435.84 | 3,460.58 |
| Capiz | 4,631.20 | 6,075.43 | 2,687.00 | 2,700.00 | 1,244.01 | 18,908.55 | 1,495.00 | 12,214.55 | 180.56 | 1,627.68 | 1,806.91 | 1,054.86 | 18,908.55 |
| Cavite | 6,476.13 | 1,480.79 | 1,137.40 | 100.00 | 1,895.48 | 11,076.80 | 2,429.96 | 2,429.96 | 279.50 | 2,148.42 | 3,743.52 | 1,038.94 | 11,076.80 |
| Cebu | 2,419.14 | 715.00 | 498.00 | 490.00 | 155.80 | 21,295.94 | 8,524.37 | 2,429.96 | 777.71 | 2,388.58 | 4,830.38 | 6,307.12 | 21,295.94 |
| Cebu | 5,100.66 | 2,106.70 | 1,604.54 | 630.00 | 107.00 | 9,548.96 | 2,800.76 | 3,584.75 | 40.80 | 1,619.35 | 938.96 | 598.36 | 9,548.96 |
| Ilocos Norte | | | | | | | | | | | | | |
| Ilocos Sur | 17,064.65 | 1,025.00 | 721.25 | 2,455.00 | 2.00 | 21,257.90 | 7,324.99 | 1,925.24 | 412.53 | 2,012.45 | 4,288.68 | 5,303.81 | 21,257.90 |
| Iloilo | 12,294.05 | 1,945.93 | 1,387.00 | 1,905.00 | 104.00 | 17,633.98 | 3,960.47 | 4,050.10 | 1,588.45 | 3,454.02 | 1,152.22 | 17,588.79 | 17,633.98 |
| Isabela | 1,498.96 | 742.00 | 600.00 | 260.00 | | 3,100.96 | | 1,762.00 | 179.45 | 1,018.78 | 31.26 | 110.46 | 3,100.96 |
| Laguna | 11,855.30 | 20.00 | 375.00 | | 129.25 | 11,879.55 | 3,949.68 | 1,685.20 | 707.12 | 3,985.22 | 808.53 | 1,643.50 | 11,879.55 |
| Legay | 6,243.78 | 6,912.00 | | 930.00 | 221.07 | 16,979.35 | 1,758.20 | 11,265.43 | 254.01 | 1,853.26 | 800.74 | 1,543.71 | 16,979.35 |
| Mindoro | 728.06 | 6.50 | 23.00 | | | 757.56 | | 589.50 | | | 33.07 | 134.99 | 757.56 |
| Mountain | 164.14 | 4,703.00 | 2,983.60 | 680.00 | 30.00 | 8,565.14 | | 8,437.50 | | 63.64 | 64.00 | | 8,565.14 |
| Nueva Ecija | 2,262.43 | 1,039.25 | 911.00 | 75.00 | 393.11 | 4,680.89 | 432.00 | 1,983.35 | 268.17 | 1,409.69 | 336.54 | 251.14 | 4,680.89 |
| Nueva Vizcaya | 1,086.00 | 645.00 | 1,860.00 | 25.00 | | 3,771.58 | 187.60 | 1,587.83 | 484.49 | 537.83 | 150.54 | 116.42 | 3,771.58 |
| Occidental Negros | 3,709.57 | 209.90 | 67.25 | | 20.00 | 4,006.82 | 365.00 | 1,432.75 | 104.74 | 1,280.94 | 363.47 | 438.92 | 4,006.82 |
| Oriental Negros | 2,544.10 | 326.00 | 435.00 | 290.00 | 105.90 | 3,700.90 | 145.00 | 959.50 | 63.06 | 1,273.00 | 420.90 | 884.44 | 3,700.90 |
| Palawan | 755.55 | 2,611.75 | 320.00 | | 69.85 | 3,757.15 | 180.00 | 320.00 | 8.33 | 164.46 | 2,940.92 | 143.44 | 4,757.15 |
| Pampanga | 8,267.99 | 661.74 | 334.48 | | 377.12 | 9,541.33 | 368.99 | 650.00 | 355.02 | 4,052.96 | 2,337.96 | 1,776.50 | 9,541.33 |
| Pangasinan | 31,335.23 | 2,425.46 | 2,202.75 | 632.00 | 315.77 | 36,911.25 | 21,314.18 | 6,716.41 | 366.96 | 5,392.24 | 683.59 | 2,447.74 | 36,911.25 |
| Panal | 444.25 | 168.00 | 82.00 | 300.00 | | 994.25 | 444.25 | 550.00 | | | | | 994.25 |

No. 21.—*Voluntary contributions*—Continued.

| Division. | Form of donation. | | | | | Amount devoted to— | | | | | | | |
|------------------------|-------------------|------------|-----------|-----------|----------------|--------------------|------------|-----------------------|------------|------------|----------------|------------------|------------|
| | Money. | Materials. | Labor. | Land. | Miscellaneous. | Total. | Salaries. | Building and grounds. | Libraries. | Athletics. | Miscellaneous. | Balance on hand. | Total. |
| Samar..... | 3,402.91 | 845.00 | 145.00 | 170.00 | 8.00 | 4,570.91 | 130.00 | 2,140.25 | 93.21 | 1,633.89 | 175.40 | 398.16 | 4,570.91 |
| Sorsogon..... | 6,099.06 | 137.00 | 1,381.25 | ..... | 22.10 | 7,639.41 | 2,365.00 | 3,184.75 | 190.00 | 1,049.46 | 378.77 | 521.43 | 7,639.41 |
| Surigao-Misamis..... | 5,688.37 | 461.50 | 280.00 | 200.00 | 30.60 | 1,560.47 | ..... | 1,185.47 | ..... | 375.00 | ..... | ..... | 1,560.47 |
| Tarlac..... | 5,378.64 | 465.00 | 666.00 | 1,090.00 | ..... | 7,599.64 | 4,593.23 | 2,221.50 | 10.00 | 437.42 | ..... | 337.49 | 7,599.64 |
| Tayabas..... | 24,369.00 | 1,044.00 | 983.00 | 1,125.00 | 345.00 | 26,866.00 | 13,420.00 | 3,971.00 | 96.00 | 1,944.00 | 5,787.00 | 1,649.00 | 26,866.00 |
| Union..... | 24,387.89 | 476.50 | 217.50 | 200.00 | 10.00 | 25,291.89 | 14,572.68 | 2,103.31 | 38.59 | 655.11 | 2,516.59 | 5,405.61 | 25,291.89 |
| Zambales..... | 3,319.12 | 146.60 | 70.00 | 175.00 | 33.00 | 3,743.72 | 721.00 | 291.00 | ..... | 1,043.49 | 43.00 | 1,645.23 | 3,743.72 |
| Normal..... | 475.00 | 250.00 | ..... | ..... | ..... | 725.00 | ..... | ..... | 825.00 | 400.00 | ..... | ..... | 725.00 |
| Trade..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total..... | 239,616.35 | 48,514.29 | 36,579.72 | 18,206.00 | 7,826.83 | 349,743.19 | 101,726.38 | 112,596.14 | 7,274.33 | 48,388.13 | 40,472.11 | 39,286.10 | 349,743.19 |
| Mindanao and Sulu..... | ..... | 627.00 | 893.00 | 225.00 | 375.00 | 2,120.00 | ..... | 1,745.00 | ..... | ..... | 375.00 | ..... | 2,120.00 |
| Grand total..... | 239,616.35 | 49,141.39 | 36,472.72 | 18,431.00 | 8,201.83 | 351,863.19 | 101,726.38 | 114,341.14 | 7,274.33 | 48,388.13 | 40,847.11 | 39,286.10 | 351,863.19 |

The total amount of voluntary contributions of every nature decreased by P25,239.12 as compared with 1914-15, but the amount of cash donated increased P24,218.34. The salary item showed a big increase due to the establishment of many subscription intermediate schools. Although the sum devoted to libraries increased considerably, only a very small part of contributed funds was used for library purposes. Libraries undoubtedly deserve a larger proportion of these funds than they are receiving.

No. 22.—*Insular expenditures.*

The following table shows, by divisions and for the Islands, the distribution of disbursements for salaries and wages and for incidental expenses made from the Insular appropriation, Bureau of Education, fiscal year 1916, for the period from January 1 to December 31, 1916.

| Divisions. | Grand total. | Total salaries. | Total incidentals. | Salaries and wages. | | | | | Miscellaneous. |
|------------------------|--------------|-----------------|--------------------|---------------------|-----------------------|--------------------|-----------------------|---|----------------|
| | | | | American regulars. | American temporaries. | Filipino regulars. | Filipino temporaries. | Directors, division superintendents and clerks. | |
| Manila..... | P194,473.19 | P163,005.26 | P21,467.93 | P103,131.21 | P22,856.38 | P10,131.14 | P10,955.83 | P6,520.70 | P430.00 |
| Agrasan..... | 42,907.11 | 38,578.27 | 4,328.94 | 8,230.57 | | 1,877.63 | 12,921.60 | 5,213.52 | |
| Albay..... | 35,243.11 | 30,402.69 | 4,840.42 | 35,230.98 | | 13,900.73 | 3,446.87 | 7,924.11 | |
| Antique..... | 50,068.69 | 29,964.26 | 20,104.43 | 9,748.90 | 1,806.27 | 8,800.58 | 4,967.64 | 5,111.89 | |
| Bataan..... | 23,820.13 | 16,149.74 | 7,670.39 | | | 10,040.20 | 2,297.54 | 3,812.00 | |
| Batanes..... | 5,534.55 | 4,289.52 | 1,245.03 | 1,337.77 | | 893.23 | 2,118.52 | | |
| Batangas..... | 93,109.27 | 63,109.27 | 30,000.00 | 28,330.07 | 3,714.24 | 21,557.31 | 2,603.18 | 7,054.17 | |
| Bohol..... | 126,836.94 | 58,691.97 | 67,644.97 | 22,413.39 | 4,508.07 | 13,546.82 | 11,595.69 | 6,628.00 | |
| Bukidnon..... | 180,642.37 | 13,586.63 | 11,975.74 | | | 23,350.00 | 14,474.99 | 3,840.64 | |
| Bulacan..... | 106,360.32 | 70,861.04 | 34,499.28 | 31,098.26 | 1,383.67 | 29,266.76 | 2,632.92 | 6,386.76 | 92.67 |
| Cagayan..... | 68,734.61 | 51,147.79 | 17,586.82 | 28,551.48 | | 8,181.93 | 8,204.88 | 6,210.05 | |
| Camaringes..... | 93,339.51 | 55,578.15 | 37,761.80 | 30,789.43 | | 9,754.22 | 8,402.49 | 5,650.01 | |
| Capiz..... | 112,140.92 | 72,913.18 | 39,227.14 | 39,414.83 | | 17,097.26 | 10,407.36 | 5,999.67 | |
| Cavite..... | 134,208.73 | 43,138.74 | 35,020.01 | 18,213.33 | 2,001.10 | 17,547.49 | 5,205.81 | 6,216.01 | |
| Cebu..... | 184,662.01 | 106,078.17 | 78,583.84 | 58,643.44 | 1,366.36 | 20,028.10 | 16,513.14 | 9,527.13 | |
| Ilocos Norte..... | 78,950.61 | 52,773.31 | 26,177.30 | 23,751.15 | 1,999.72 | 17,651.21 | 2,818.78 | 6,632.50 | |
| Ilocos Sur..... | 123,737.76 | 94,102.20 | 40,635.56 | 37,408.67 | 3,841.16 | 30,079.54 | 10,432.46 | 7,842.21 | |
| Iloilo..... | 143,924.58 | 94,572.46 | 55,349.39 | 49,249.07 | 5,017.00 | 17,478.69 | 14,277.15 | 8,553.56 | |
| Isabela..... | 42,424.70 | 26,866.66 | 15,559.04 | 13,347.92 | | 2,633.84 | 6,651.90 | 4,240.00 | |
| Laguna..... | 82,669.20 | 51,180.13 | 31,419.07 | 26,260.20 | | 14,269.14 | 3,267.44 | 7,353.35 | |
| Leyte..... | 150,069.33 | 91,987.39 | 58,131.94 | 53,710.58 | 4,302.39 | 14,980.44 | 11,120.64 | 7,823.34 | |
| Mindoro..... | 37,737.72 | 19,792.43 | 17,995.23 | 3,595.13 | | 5,104.43 | 5,820.61 | 4,672.21 | |
| Misamis..... | 43,154.75 | 25,145.82 | 18,008.13 | 12,487.94 | | 5,204.08 | 8,822.14 | 2,773.78 | |
| Mountain..... | 123,814.70 | 64,068.49 | 84,393.11 | 20,353.10 | 6,599.19 | 4,398.23 | 7,734.40 | 7,408.67 | |
| Nueva Ecija..... | 89,671.83 | 64,068.49 | 25,513.34 | 32,837.03 | 533.34 | 16,578.19 | 3,262.86 | 7,420.00 | |
| Nueva Vizcaya..... | 61,104.53 | 31,403.68 | 29,700.90 | 18,073.88 | 445.00 | 5,133.53 | 2,352.22 | 5,399.00 | |
| Occidental Negros..... | 111,724.26 | 69,893.01 | 41,831.25 | 35,746.38 | | 13,207.16 | 11,981.27 | 6,963.20 | |
| Oriental Negros..... | 72,721.94 | 47,122.89 | 25,598.65 | 23,249.15 | 1,033.02 | 8,553.28 | 8,639.44 | 5,548.00 | |

| | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|------------|------------|------------|------------|-----------|
| Palawan | 47,666.10 | 31,335.21 | 16,329.89 | 14,836.16 | 446.00 | 7,066.16 | 4,677.90 | 4,320.00 | 169.00 |
| Pampanga | 106,513.03 | 68,602.97 | 40,010.06 | 32,002.55 | 1,763.62 | 21,334.70 | 5,249.49 | 8,008.61 | |
| Pangasinan | 191,429.90 | 116,038.12 | 74,836.78 | 55,666.61 | 1,672.20 | 40,393.97 | 10,282.43 | 8,587.91 | |
| Rizal | 73,610.45 | 52,667.37 | 20,948.08 | 22,176.25 | 763.34 | 16,642.66 | 6,182.86 | 6,913.27 | |
| Samar | 102,697.40 | 59,902.88 | 42,794.82 | 31,124.21 | 2,134.61 | 7,300.46 | 13,673.61 | 5,670.00 | |
| Sorogon | 70,946.90 | 45,983.10 | 25,012.80 | 24,661.62 | 2,249.32 | 4,407.06 | 8,666.79 | 6,093.32 | |
| Surigao | 48,993.90 | 34,790.44 | 16,203.46 | 16,923.41 | | | 7,762.11 | 5,414.27 | |
| Tarlac | 66,987.99 | 45,577.15 | 21,860.84 | 19,043.81 | 3,868.80 | 12,922.03 | 4,204.51 | 5,548.00 | |
| Tayabas | 101,431.60 | 66,519.45 | 36,912.05 | 33,474.20 | | 16,290.20 | 8,436.02 | 6,960.00 | 359.06 |
| Union | 76,317.96 | 49,221.57 | 26,096.58 | 22,813.33 | 949.73 | 15,793.28 | 3,462.86 | 6,196.67 | |
| Zambales | 43,461.96 | 34,364.42 | 14,107.53 | 13,363.86 | 1,524.73 | 11,543.89 | 3,121.84 | 4,800.00 | |
| Insular schools (see supplementary statement): | | | | | | | | | |
| Commerce | 10,170.85 | 5,874.45 | 4,296.40 | | | | | | 5,874.45 |
| Deaf and Blind | 7,568.67 | 1,143.20 | 6,420.37 | | | | | | 1,143.20 |
| Household Industries | 24,174.20 | 6,746.08 | 17,428.12 | | | | | | |
| Normal | 128,832.47 | 112,744.09 | 16,088.38 | 75,942.24 | 1,162.91 | 11,753.39 | 3,458.73 | 2,124.44 | |
| Trade | 81,743.88 | 63,206.86 | 18,538.02 | 31,009.86 | 3,603.03 | 6,364.18 | 6,072.47 | 8,427.80 | 6,945.07 |
| Munoz | 41,712.89 | 3,720.75 | 37,992.14 | | 10,968.25 | | 7,687.77 | 6,367.57 | 3,917.24 |
| General Office (see supplementary statement) | 310,222.35 | 186,417.46 | 124,804.89 | 35,909.66 | 2,038.24 | 2,062.89 | 11,255.10 | 117,362.20 | 16,769.37 |
| Allotments, undistributed: | | | | | | | | | |
| At large | 50,899.38 | 14,554.74 | 36,344.64 | 7,075.70 | 1,948.67 | | 277.58 | 5,262.79 | 7,357.06 |
| Teachers Camp | 23,198.06 | 7,367.06 | 15,830.96 | | | | | | |
| Museum | 798.00 | | 798.00 | | | | | | |
| Travel expense of persons not Government employees | 1,168.46 | | 1,168.46 | | | | | | |
| Lanao | 568.00 | 656.00 | | | | | 656.00 | | |
| Philippine publicity | 50,896.92 | 2,886.88 | 48,311.94 | 1,364.08 | | 35.00 | 75.00 | 912.90 | |
| Accrued leave | 41,863.86 | 41,869.96 | | | | | | | 41,869.96 |
| Government students in United States | 46,834.60 | 4,634.60 | | | | | | | |
| Teacher pensionado | 46,834.23 | 46,834.23 | | | | | | | |
| Miscellaneous gratuities | 144.94 | | | | | | | | |
| Travel to and from Philippine Islands | 76,638.23 | 76,638.23 | | | | | | | |
| Provincial transportation | 17,238.83 | 17,238.83 | | | | | | | |
| General Sales Department | 22,469.23 | 398.75 | 22,070.53 | | | | | | 398.75 |
| Total | 4,365,490.18 | 2,602,279.12 | 1,763,211.06 | 1,202,658.66 | 107,883.17 | 512,739.19 | 314,769.65 | 378,101.88 | 96,176.57 |

No. 22.—*Insular expenditures*.—Continued.

| Divisions. | Incidentals. | | | | | | | Miscellaneous. | |
|-------------------|------------------------------|---------------------------------|------------------------|-------------------------|---------------------|--|---------------------------|----------------------|-----------|
| | Acquisition of fixed assets. | Traveling expense of personnel. | Postage and telegrams. | Maintenance and repair. | Contingent service. | Consumption of supplies and materials. | Aid to local governments. | | |
| | | | | | | | Primary instruction. | Friar lands estates. | Special. |
| Manila | P1,424.29 | | | | | P29,954.71 | | | |
| Agusan | 393.97 | P2,271.20 | P88.50 | P88.93 | | 5,577.04 | P600.00 | | P5,380.00 |
| Albay | 623.98 | 3,804.97 | 446.40 | 31.22 | | 16,681.85 | 13,215.00 | | |
| Antique | 173.40 | 2,405.91 | 130.78 | 33.32 | P37.00 | 6,865.02 | 10,500.00 | | |
| Bataan | | 1,565.36 | 135.18 | 3.75 | | 3,816.10 | 1,950.00 | P200.00 | |
| Batanes | (45.50) | 142.99 | 6.00 | | | 941.54 | 300.00 | | |
| Batangas | (583.78) | 3,098.82 | 350.00 | | | 14,783.27 | 19,140.00 | | |
| Bohol | 1,742.08 | 4,915.08 | 290.00 | 58.69 | | 23,913.22 | 36,725.00 | | |
| Bukidnon | 1,983.85 | 1,863.17 | 148.44 | | 11.00 | 4,040.28 | 600.00 | | 5,120.00 |
| Bulacan | 1,960.79 | 2,478.69 | 232.33 | 63.72 | | 10,983.75 | 13,680.00 | 5,100.00 | |
| Cagayan | (225.00) | 3,241.50 | 246.28 | 11.91 | | 7,222.13 | 7,140.00 | | |
| Camaringes | 6.92 | 3,911.48 | 575.00 | 1.32 | | 10,916.58 | 18,350.00 | | |
| Capiz | 47.01 | 5,277.44 | 400.78 | 36.44 | | 14,935.47 | 18,530.00 | | |
| Cavite | 160.65 | 2,204.15 | 135.20 | | | 12,420.01 | 10,800.00 | 9,300.00 | |
| Cebu | 650.82 | 6,194.86 | 756.64 | 271.50 | | 25,410.02 | 41,900.00 | 2,400.00 | |
| Ilocos Norte | (994.13) | 2,777.69 | 115.72 | 89.07 | | 14,303.95 | 9,885.00 | | |
| Ilocos Sur | 2,046.84 | 3,536.12 | 306.34 | 75.49 | | 14,828.77 | 16,544.00 | | 4,000.00 |
| Iloilo | 190.12 | 4,952.92 | 231.20 | 19.28 | 36.00 | 26,394.89 | 23,420.00 | | |
| Isabela | 86.23 | 2,280.84 | 196.78 | 88.18 | | 8,227.85 | 4,080.00 | 600.00 | |
| Laguna | 6.92 | 1,986.23 | 174.14 | 5.80 | | 18,728.92 | 5,305.00 | 5,200.00 | |
| Leyte | 1,738.20 | 5,410.53 | 570.23 | 90.96 | | 26,772.02 | 22,550.00 | | |
| Mindoro | (34.75) | 2,920.98 | 140.00 | | 2.00 | 6,292.06 | 2,735.00 | | 7,000.00 |
| Moroto | | 2,152.60 | 247.44 | 2.61 | | 9,055.48 | 6,450.00 | | |
| Moroto | | 5,228.24 | 310.20 | 6.81 | 11.48 | 7,175.38 | 6,600.00 | | 70,000.00 |
| Moroto | (407.68) | 2,840.39 | 229.30 | 386.30 | 124.00 | 14,561.08 | 7,390.00 | | |
| Nueva Vizcaya | 60.97 | 3,488.83 | 110.78 | 14.53 | | 5,525.79 | 1,000.00 | | 19,500.00 |
| Occidental Negros | 1,619.99 | 4,570.97 | 642.58 | 50.29 | | 16,537.44 | 18,410.00 | | |
| Oriental Negros | (163.04) | 4,030.87 | 263.24 | 49.01 | | 8,993.57 | 12,525.00 | | |
| Palawan | | 2,213.80 | 121.62 | 1.74 | | 3,092.83 | 1,900.00 | | 9,000.00 |
| Pampanga | 543.45 | 2,480.75 | 201.74 | 259.07 | | 13,375.05 | 23,150.00 | | |
| Pangasinan | 224.43 | 4,605.05 | 601.44 | 181.60 | | 30,368.26 | 88,946.00 | | |
| Rizal | (208.02) | 1,536.14 | 135.00 | .82 | | 9,599.14 | 8,680.00 | 1,200.00 | |
| Samar | | 5,798.36 | 448.00 | | | 14,290.16 | 22,270.00 | | |

| | | | | | | | |
|---|------------|------------|-----------|-----------|-----------|-----------|------------|
| Sorsogon..... | (51.70) | 2,562.37 | 313.34 | | 9,098.79 | 12,100.00 | |
| Surigao..... | 87.08 | 2,519.07 | 226.20 | | 6,711.11 | 5,660.00 | |
| Tarlac..... | (382.27) | 2,133.11 | 296.66 | 8.58 | 10,194.76 | 9,110.00 | |
| Tayabas..... | 131.53 | 4,004.00 | 655.82 | 300.55 | 16,598.15 | 14,220.00 | |
| Union..... | 213.39 | 2,022.14 | 272.54 | 40.44 | 17,517.72 | 6,080.00 | |
| Zambales..... | 109.13 | 2,392.38 | 200.40 | 1.50 | 6,294.12 | 4,610.00 | 500.00 |
| Insular schools (see supplementary statement): | | | | | | | |
| Commerce..... | | | 5.00 | 160.83 | 57.17 | | 4,015.86 |
| Deaf and Blind..... | | | 5.00 | 461.53 | 251.89 | | 416.21 |
| Household Industries..... | | | 25.76 | 317.59 | 36.00 | | 28,420.87 |
| Normal..... | (6,604.67) | | 90.00 | 317.56 | 108.41 | | 1,162.16 |
| Trade..... | 1,443.41 | 18.33 | 34.00 | 2,394.35 | 1,242.18 | | 2,586.64 |
| Munios..... | (1,594.85) | | 99.97 | 1,190.75 | 1,179.04 | | 5,699.54 |
| General Office (see supplementary statement) | 20,141.85 | | 7,689.84 | 1,751.28 | 11,615.00 | | 31,886.68 |
| Alloiments, undistributed: | 11,340.40 | | | | 60,521.71 | | |
| At large..... | | 36,344.64 | | | | | |
| Teachers Camp..... | 3,372.54 | | 217.49 | 2,756.87 | 1,042.54 | | 1,229.65 |
| Museum..... | 478.11 | | | | 310.99 | | |
| Travel expense of persons not Government employees..... | | | | | | | 1,168.46 |
| Lansao..... | | | | | | | |
| Philippine publicity..... | | | | | 48,311.94 | | |
| Accrued leave..... | | | | | | | 4,634.60 |
| Government students in United States..... | | | | | | | 46,536.25 |
| Teacher pensionados..... | | | | | | | 76,144.94 |
| Miscellaneous gratuities..... | | | | | | | 17,298.88 |
| Travel to and from Philippine Islands..... | | | | | | | 86.73 |
| Provincial transportation..... | | | | | | | |
| General Sales Department..... | | | 6.50 | | 21,952.20 | | |
| Total..... | 39,925.02 | 161,511.13 | 19,284.78 | 11,336.67 | 14,753.96 | 24,000.00 | 221,876.45 |

Less miscellaneous receipts:

| | |
|----------------------------|---------------|
| Sales income..... | (P294,947.72) |
| Income from rentals..... | (152.50) |
| Sales of fixed assets..... | (1,181.71) |
| Inventory adjustment..... | (600.22) |
| Incidental receipts..... | (188.93) |
| | (P297,071.08) |

Total net expenditures pertaining to fiscal year 1916.....

Bureau of Education appropriation, fiscal year 1916:

Act No. 2540, general appropriation.....

Balance reverted to Insular Treasurer.....

Total expenditures as shown above.....

4,201,620.00

133,200.90

4,068,419.10

No. 23.—*Insular, provincial, and municipal expenditures by provinces.*

The following is a table consolidating the provincial and municipal expenditures for salaries, wages, and contingent expense for school purposes during the fiscal year January 1 to December 31, 1915, and the Insular expenditures during the fiscal year January 1 to December 31, 1916.

| Provinces. | Insular. | Provincial. | Municipal. | Total. |
|--|------------------------|---------------------|------------------------|------------------------|
| Regularly organized provinces: | | | | |
| Manila | P194, 478. 19 | ----- | P392, 510. 72 | P586, 983. 91 |
| Albay | 96, 243. 11 | P6, 968. 54 | 100, 639. 96 | 202, 841. 61 |
| Antique | 50, 068. 69 | 3, 238. 13 | 25, 411. 21 | 78, 718. 08 |
| Bataan | 23, 820. 13 | 2, 818. 01 | 15, 503. 46 | 42, 141. 60 |
| Batangas | 99, 797. 58 | 6, 232. 68 | 92, 879. 68 | 198, 909. 94 |
| Bohol | 126, 336. 04 | 3, 416. 99 | 108, 507. 60 | 238, 260. 63 |
| Bulacan | 105, 360. 32 | 2, 317. 96 | 80, 149. 72 | 187, 828. 00 |
| Cagayan | 68, 784. 61 | 4, 450. 35 | 41, 349. 54 | 114, 584. 50 |
| Camarines | 89, 339. 45 | 5, 045. 35 | 66, 090. 83 | 160, 475. 63 |
| Capiz | 112, 140. 32 | 1, 043. 62 | 56, 988. 69 | 170, 122. 63 |
| Cavite | 84, 208. 75 | 5, 278. 69 | 48, 439. 67 | 137, 922. 11 |
| Cebu | 184, 662. 01 | 3, 953. 57 | 180, 103. 81 | 368, 719. 89 |
| Ilocos Norte | 78, 950. 61 | 2, 798. 26 | 53, 217. 93 | 134, 966. 80 |
| Ilocos Sur | 129, 737. 76 | 9, 862. 52 | 69, 818. 66 | 208, 918. 94 |
| Iloilo | 149, 924. 85 | 1, 162. 69 | 130, 472. 66 | 281, 560. 20 |
| Isabela | 42, 424. 70 | 777. 83 | 22, 547. 10 | 65, 749. 63 |
| Laguna | 82, 569. 20 | 3, 385. 54 | 71, 888. 49 | 157, 843. 23 |
| Leyte | 150, 069. 83 | 6, 197. 73 | 99, 979. 05 | 256, 246. 11 |
| Misamis | 43, 154. 45 | 941. 90 | 48, 497. 37 | 92, 593. 72 |
| Nueva Ecija | 89, 571. 83 | 1, 881. 15 | 48, 000. 72 | 139, 453. 70 |
| Occidental Negros | 111, 724. 26 | 7, 605. 28 | 110, 152. 19 | 229, 481. 73 |
| Oriental Negros | 72, 721. 54 | 17, 322. 96 | 47, 197. 89 | 137, 242. 39 |
| Pampanga | 108, 513. 03 | 2, 034. 68 | 79, 509. 95 | 190, 557. 66 |
| Pangasinan | 191, 429. 90 | 4, 130. 65 | 128, 367. 70 | 323, 928. 25 |
| Rizal | 73, 610. 45 | 69, 204. 44 | 75, 552. 46 | 218, 367. 35 |
| Samar | 102, 697. 40 | 3, 180. 06 | 52, 169. 66 | 158, 047. 11 |
| Sorsogon | 70, 945. 90 | 5, 024. 84 | 50, 646. 39 | 126, 617. 13 |
| Surigao | 49, 993. 90 | 786. 02 | 21, 738. 25 | 72, 518. 17 |
| Tarlac | 66, 987. 99 | 1, 772. 92 | 35, 419. 49 | 104, 130. 40 |
| Tayabas | 101, 431. 50 | 50. 89 | 97, 856. 69 | 199, 339. 08 |
| Union | 75, 317. 95 | 2, 552. 37 | 53, 534. 59 | 131, 404. 91 |
| Zambales | 48, 461. 95 | 2, 106. 36 | 23, 939. 56 | 74, 507. 87 |
| Total regularly organized provinces | 3, 074, 417. 70 | 187, 082. 97 | 2, 529, 031. 69 | 5, 790, 482. 36 |
| Provinces not regularly organized: | | | | |
| Agusan | 42, 907. 21 | 5, 116. 33 | 5, 555. 90 | 53, 579. 44 |
| Bukidnon | 30, 642. 37 | 5, 126. 47 | ----- | 35, 768. 84 |
| Batanes | 5, 634. 55 | 552. 69 | 4, 061. 63 | 10, 248. 87 |
| Mindoro | 37, 787. 72 | 764. 82 | 21, 491. 89 | 60, 044. 43 |
| Mountain | 123, 814. 70 | 94, 079. 01 | 2, 051. 95 | 219, 945. 66 |
| Nueva Vizcaya | 61, 104. 58 | 20, 874. 82 | 6, 339. 83 | 88, 319. 23 |
| Palawan | 47, 665. 10 | 1, 548. 47 | 7, 847. 75 | 57, 061. 32 |
| General Office | 310, 222. 35 | ----- | ----- | 310, 222. 35 |
| Insular schools | 294, 202. 96 | ----- | ----- | 294, 202. 96 |
| Allotments undistributed (See Table No. 28) | 337, 090. 94 | ----- | ----- | 337, 090. 94 |
| Less sales income and Revertible Receipts | (297, 071. 08) | ----- | ----- | (297, 071. 08) |
| Total provinces not regularly organized | 994, 001. 40 | 128, 062. 61 | 47, 348. 95 | 1, 169, 412. 96 |
| Total all provinces, except Moro Province | 4, 068, 419. 10 | 315, 095. 58 | 2, 576, 380. 64 | 6, 959, 895. 32 |
| Plus Insular aid, non-Christian schools | 20, 300. 00 | ----- | ----- | 20, 300. 00 |
| Plus permanent improvements | 383, 996. 88 | ----- | ----- | 383, 996. 88 |
| Insular aid to municipalities and provinces | ----- | (120, 500. 00) | (433, 900. 00) | (554, 400. 00) |
| Net expenditures, except Moro Province | 4, 472, 715. 98 | 194, 595. 58 | 2, 142, 480. 64 | 6, 809, 792. 20 |
| Provinces formerly included in Moro Province: | | | | |
| Department of Mindanao | ----- | 38, 673. 57 | ----- | 38, 673. 57 |
| Sulu | ----- | 36, 129. 36 | 4, 456. 16 | 40, 585. 62 |
| Cotabato | ----- | 36, 892. 25 | 2, 509. 10 | 39, 401. 35 |

No. 23.—*Insular, provincial, and municipal expenditures by provinces—Ctd.*

| Provinces. | Insular. | Provincial. | Municipal. | Total. |
|---|--------------|-------------|--------------|--------------|
| Provinces formerly included in Moro Province—Continued. | | | | |
| Davao | | 53,728.71 | 3,820.66 | 57,549.37 |
| Lanao | | 37,730.49 | 1,061.77 | 38,792.26 |
| Zamboanga | | 45,417.00 | 10,496.36 | 55,912.36 |
| Total Moro Province | | 248,571.38 | 22,333.06 | 270,904.63 |
| Net expenditures, including Moro Province | 4,472,715.98 | 443,166.96 | 2,164,813.69 | 7,080,696.63 |

NOTE.—To this amount should be added voluntary contributions amounting to ₱349,743.10, making a total ₱7,429,014.32.

No. 24.—*Budget statement of Bureau for 1916.*

[Comparison of figures.]

| | Fiscal year 1916. | Fiscal year 1915. | Increase + or decrease— |
|---|-------------------|-------------------|-------------------------|
| Budget credits: | | | |
| New appropriation for the year | ₱4,201,620.00 | ₱4,259,365.00 | —₱57,745.00 |
| Additions— | | | |
| Income and other credits— | | | |
| Sales income | 294,947.72 | 202,418.74 | + 92,528.98 |
| Sales issues | (268,828.06) | (189,028.56) | + (79,799.49) |
| Income from rentals | 152.50 | 328.83 | — 176.33 |
| Service income | 15,817.26 | 20,689.33 | — 4,872.07 |
| Sales of fixed assets | 1,181.71 | 1,897.19 | — 715.48 |
| Prior year credits | 22.67 | 4,939.25 | — 4,916.58 |
| Production account (supplies and sales stock) | | 11,811.05 | — 11,811.05 |
| Inventory adjustment | 140,844.45 | | +140,844.45 |
| Miscellaneous income | 188.98 | 1,579.68 | — 1,390.75 |
| Liquidation of fixed assets | 184,327.19 | 54,635.51 | +129,691.68 |
| | 140,244.23 | 22,960.22 | +117,284.01 |
| | 324,571.42 | 77,596.73 | +246,975.69 |
| Deductions: | | | |
| Capital value of fixed assets sold | | 1,751.12 | — 1,751.12 |
| Depreciation and losses | | 21,209.10 | — 21,209.10 |
| Contribution of fixed assets | 140,244.23 | | +140,244.23 |
| Reversion of income and other credits | 184,327.19 | 54,635.51 | +129,691.68 |
| | 324,571.42 | 77,596.73 | +246,975.69 |
| Reversion of excess appropriations | 104,957.87 | 256,421.97 | —151,464.10 |
| Net budget credits | 4,096,662.13 | 4,002,943.03 | + 93,719.10 |
| Budget charges: | | | |
| Current expense— | | | |
| Salaries of officers and employees | 2,566,347.76 | 2,614,387.83 | — 48,040.07 |
| Wages | 47,701.75 | 46,874.65 | + 827.10 |
| Traveling expense of personnel | 242,371.63 | 221,477.07 | + 20,894.56 |
| Rental of buildings and grounds | 6,645.28 | 6,610.00 | + 35.28 |
| Freight, express, and delivery service | 22,130.98 | 18,654.21 | + 3,476.72 |
| Printing and binding reports, documents and publications | 18,983.46 | 20,865.86 | — 1,882.40 |
| Postal, telegraph, telephone and cable service | 22,821.41 | 23,974.84 | — 1,153.43 |
| Travel expense of persons not government employees | 1,168.46 | 1,000.00 | + 168.46 |
| Illumination and power service | 8,246.33 | 8,097.31 | + 149.02 |
| Contingent service | 14,753.96 | 15,265.26 | — 511.30 |
| Consumption of supplies and materials | 432,065.36 | 330,987.67 | +101,067.69 |
| Contributions and gratuities | 90,160.68 | 93,337.51 | — 3,176.83 |
| Maintenance and repair of plant and equipment (exclusive of depreciation) | 11,336.67 | 12,088.96 | — 752.28 |
| Service transfers reducing current expense | (42,436.57) | (7,703.58) | + (34,732.99) |
| | 3,442,237.11 | 3,406,897.58 | + 36,339.53 |
| Aid to local governments | 614,500.00 | 554,400.00 | + 60,100.00 |
| Total budget expense | 4,056,737.11 | 3,960,297.58 | + 96,439.53 |

No. 24.—Budget statement of Bureau for 1916—Continued.

| | Fiscal year 1916. | Fiscal year 1915. | Increase or decrease— |
|---|------------------------|------------------------|-----------------------------|
| Budget charges—Continued. | | | |
| Outlays— | | | |
| Watercraft and appurtenances | 24. 15 | 307. 95 | — 283. 80 |
| Motor vehicles and accessories | 14, 342. 74 | 9, 931. 53 | + 4, 411. 21 |
| Land transportation equipment | 4, 759. 18 | 2, 926. 87 | + 1, 832. 31 |
| Industrial machinery and implements | 9, 290. 02 | 5, 002. 89 | + 4, 287. 13 |
| Hand tools | 671. 41 | 1, 248. 35 | — 576. 94 |
| Furniture and office equipment | 9, 097. 28 | 20, 020. 25 | — 10, 922. 97 |
| Industrial and scientific exhibits | (449. 92) | 552. 39 | — 1, 002. 31 |
| Miscellaneous equipment | 2, 190. 16 | 2, 655. 72 | — 465. 56 |
| | 39, 925. 02 | 42, 645. 45 | — 2, 720. 43 |
| Total budget charges for the year | 4, 096, 662. 13 | 4, 002, 943. 03 | + 93, 719. 10 |
| Less nonbudget accounts— | | | |
| Fixed assets transferred to local governments— | | | |
| Contribution of fixed assets | P140, 244. 23 | | |
| Inventory adjustment | (140, 844. 45) | | |
| | (P600. 22) | | |
| Sales issues—Receipts from | | | |
| sales of supplies— | | | |
| Sales issues | 268, 828. 05 | | |
| Sales income | (294, 947. 72) | | |
| | (26, 119. 67) | | |
| Miscellaneous revertible | | | |
| income— | | | |
| Sales of fixed assets | (1, 181. 71) | | |
| Income from rentals | (152. 50) | | |
| Incidental receipts | (188. 93) | | |
| | (1, 523. 14) | | |
| Additional reversions | (28, 243. 03) | | |
| Total net expenditures pertaining to fiscal year 1916 .. | 4, 068, 419. 10 | | |

No. 25.—Summary of property transactions and statement of sales during the fiscal year January 1, to December 31, 1916.

| Divisions. | Property transactions. | | | | On hand December 31, 1916. | State- ment of sales. (Primary taxts, etc.) |
|--|--------------------------------|------------|----------------|------------|----------------------------------|--|
| | On hand January 1, 1916. | Issued. | Ex- pended. | Sold. | | |
| Equipment: | | | | | | |
| City Schools | P25,502.41 | P1,424.29 | P3,930.72 | | P23,996.98 | P14,344.13 |
| Agusan | 8,067.03 | 344.33 | 179.54 | P33.67 | 8,196.15 | 557.69 |
| Albay | 7,792.41 | 623.98 | 6,745.55 | 583.00 | 1,087.84 | 3,685.29 |
| Antique | 1,535.54 | 173.40 | 1,079.45 | | 629.49 | 2,840.88 |
| Bataan | 951.68 | | 904.84 | | 46.84 | 1,540.38 |
| Batanes | 225.61 | (45.50) | | | 180.11 | |
| Batangas | 5,675.25 | (583.78) | 4,661.55 | 2.24 | 427.68 | 4,810.52 |
| Bohol | 5,556.62 | 1,742.08 | 4,860.22 | 621.09 | 1,817.39 | 6,767.35 |
| Bukidnon | 6,989.65 | 143.21 | (367.85) | 497.76 | 7,002.95 | 313.89 |
| Bulacan | 3,669.55 | 1,960.79 | 3,730.99 | 73.61 | 1,825.74 | 6,141.50 |
| Cagayan | 6,782.87 | (225.00) | 5,600.24 | 106.70 | 850.93 | 3,912.02 |
| Camarines | 5,305.29 | 6.92 | 4,886.57 | | 425.64 | 5,832.68 |
| Capiz | 5,762.83 | (170.34) | 24.38 | | 5,568.11 | 4,857.14 |
| Cavite | 4,050.29 | 160.65 | 4,102.12 | 3.99 | 104.83 | 2,587.54 |
| Cebu | 9,191.26 | 650.82 | 5,876.57 | | 3,965.51 | 9,420.90 |
| Ilocos Norte | 8,016.19 | (994.13) | 6,085.93 | 2.43 | 933.70 | 6,652.49 |
| Ilocos Sur | 8,840.62 | 2,045.84 | 962.09 | 8.40 | 9,915.97 | 10,038.84 |
| Iloilo | 11,065.52 | 190.12 | 10,127.87 | 11.27 | 1,136.50 | 11,557.67 |
| Isabela | 4,316.99 | 85.29 | 4,058.35 | | 343.93 | 2,329.15 |
| Laguna | 5,838.54 | 6.92 | 4,409.10 | 7.78 | 1,428.58 | 9,578.38 |
| Leyte | 6,158.82 | 1,738.20 | 4,304.64 | 4.18 | 3,588.20 | 8,727.18 |
| Mindoro | 843.67 | (34.75) | 663.48 | | 145.44 | 607.56 |
| Misamis | 1,380.43 | | 29.53 | | 1,350.90 | 2,558.78 |
| Mountain | 15,078.32 | | 14,951.62 | 15.62 | 110.98 | 886.07 |
| Nueva Ecija | 8,194.81 | (407.68) | 4,544.79 | | 3,242.34 | 4,467.11 |
| Nueva Vizcaya | 3,879.79 | 60.97 | 2,978.93 | | 961.83 | 1,767.14 |
| Occidental Negros | 6,618.06 | 1,619.99 | 5,353.00 | | 2,885.05 | 9,203.32 |
| Oriental Negros | 5,704.30 | (163.04) | 3,768.00 | | 1,773.26 | 3,865.17 |
| Palawan | 5,360.30 | | 5,195.39 | 6.78 | 158.13 | 1,675.75 |
| Pampanga | 7,322.18 | 543.45 | 5,221.72 | 7.26 | 2,636.65 | 5,589.91 |
| Pangasinan | 8,036.63 | 234.43 | 4.00 | | 8,267.06 | 11,759.80 |
| Rizal | 6,141.02 | (148.02) | 5,664.38 | 3.15 | 325.47 | 3,122.29 |
| Samar | 4,903.64 | | 265.72 | | 4,637.92 | 3,309.84 |
| Sorsogon | 6,587.25 | (51.70) | 5,274.29 | 4.47 | 1,256.79 | 4,136.65 |
| Surigao | 4,675.30 | 87.08 | 4,722.85 | | 39.53 | 1,465.03 |
| Tarlac | 5,425.42 | (382.27) | 192.41 | 3.66 | 4,847.08 | 7,130.52 |
| Tayabas | 6,588.31 | 131.53 | 4,800.14 | .74 | 1,918.96 | 7,939.83 |
| Union | 5,453.61 | 213.39 | 4,895.90 | | 771.10 | 5,900.55 |
| Zambales | 1,911.44 | 109.13 | 1,547.46 | 5.01 | 468.10 | 2,815.40 |
| Normal School | 49,755.51 | 1,443.41 | 1,051.91 | 667.35 | 49,479.66 | 8,000.90 |
| Trade School | 67,045.56 | (4,998.57) | (25,043.38) | 4,084.88 | 83,055.49 | 2,902.51 |
| General Office | 76,643.61 | 9,018.03 | (6,430.37) | 2,272.58 | 89,819.43 | 65,408.64 |
| Teachers' Assembly | 52,872.30 | 3,372.54 | 2.19 | 18.93 | 56,223.72 | 69.55 |
| Central Luzon Agricultural School | 27,655.25 | 20,141.85 | (7,974.91) | 15.85 | 55,756.16 | 1,182.51 |
| Household Industries | 6,666.98 | (6,604.67) | 62.31 | | | 192.08 |
| Industrial Museum | 8,013.22 | 489.36 | (819.22) | 1.80 | 9,320.00 | 12.00 |
| Buildings, School of Arts and Trades, Acts 2069, 2264 and 2494 | | 41,990.27 | | | 41,990.27 | |
| General Sales Department | | | | | | 22,433.19 |
| Total equipment | 535,071.88 | 75,942.82 | 107,085.31 | 9,014.10 | 494,915.29 | 294,947.72 |
| Lands | 619,233.68 | | | | 619,233.68 | |
| Buildings and improvements | 1,274,228.45 | 133,186.55 | | | 1,407,415.00 | |
| Water supply head control, reservoirs, pumping station, and conduits | 4,866.24 | | | | 4,866.24 | |
| Consumable supplies | 1,531,217.26 | 494,655.93 | 199,134.77 | 185,987.68 | 1,640,750.74 | |
| Grand total | 3,964,667.51 | 703,785.30 | 306,220.08 | 195,001.78 | 4,167,230.95 | 294,947.72 |

Appendix D.—INTERSCHOLASTIC ATHLETIC RECORDS.

| Event. | Record. | Record maker. | Province. | Meet. |
|-----------------------------|------------------------------|------------------|-------------------------|---------------------|
| 50-yard dash | 5½ seconds | Llaneta | Albay | Carnival, 1913. |
| 100-yard dash | 10½ seconds | Alagar | Ilocos Sur | Carnival, 1916. |
| 220-yard dash | 23 seconds | Quintano | Albay | Bicol, 1913. |
| 440-yard run | 53 seconds | Abian | Ilocos Norte | Carnival, 1914. |
| 880-yard run | 2 minutes, 11½ seconds | Taduran | Camarines | Bicol, 1915. |
| 220-yard low hurdles | 27½ seconds | Bello | Samar | East Visayan, 1916. |
| 120-yard high hurdles | 17½ seconds | Falgui | Ilocos Sur | Carnival, 1916. |
| Running broad jump | 21 feet | Cardenas | Occidental Negros | Carnival, 1915. |
| Running high jump | 5 feet, 8½ inches | Saavedra | Camarines | Bicol, 1915. |
| Shot put | 45 feet, 11½ inches | Ilanan | Cebu | Carnival, 1911. |
| Pole vault | 10 feet, 7 inches | Padpad | Antique | West Visayan, 1915. |
| Discus throw | 103 feet, 5 inches | Alvarez | Mindanao and Sulu | East Visayan, 1916. |
| 880-yard relay | 1 minute, 36½ seconds | Ilocos Sur | Ilocos Sur | Carnival, 1916. |
| 1 mile relay | 3 minutes, 43½ seconds | Cebu | Cebu | Carnival, 1914. |

At the Carnival Interscholastic Meet held in February, 1917, the following new records were made.

| Event. | Record. | Record maker. | Province. |
|----------------------------|--------------------------|----------------|--------------------|
| 220-yard low hurdles | 27½ seconds | Sapnu | Pampanga. |
| Running broad jump | 21 feet, 4½ inches | Cardenas | Occidental Negros. |
| Javelin throw | 127 feet, 6 inches | Javier | Insular schools. |

Appendix E.—SCHOOL CALENDAR 1917-18.

First semester:

June 10, 1917, to October 27, 1917, inclusive.

Second semester:

October 28, 1917, to March 30, 1918.

Christmas vacation:

December 16, 1917, to December 29, 1917.

Long vacation:

March 31, 1918, to June 8, 1918.

HOLIDAYS.

School holidays which are also legal holidays:

Independence Day, July 4, 1917.

Occupation Day, August 13, 1917.

Thanksgiving Day, November 29, 1917.

Christmas Day, December 25, 1917.

Rizal Day, December 30, 1917.

New Year's Day, January 1, 1918.

Washington's Birthday, February 22, 1918.

Holy Thursday, March 28, 1918.

Good Friday, March 29, 1918.

Labor Day, May 1, 1918.

Decoration Day, May 30, 1918.

School holidays which are not legal holidays:

Assumption Day, August 15, 1917.

Concepcion Day, December 8, 1917.

Patron Saint of the Pueblo, One day only.

Epiphany or Three Kings, January 6, 1918.

Ascension Day, May 9, 1918.

Corpus Christi, May 29, 1918.

Arbor Day will be the first Saturday of August or the first Saturday of October, depending upon local conditions.

Appendix F.—ACT NO. 2629.

AN ACT CONFERRING CERTAIN POWERS UPON THE DIRECTOR OF EDUCATION FOR THE PURPOSE OF STIMULATING AND ENCOURAGING THE MANUFACTURE OF HANDICRAFT PRODUCTS IN THE PHILIPPINE ISLANDS, AND PROVIDING FOR THE ESTABLISHMENT OF PROVINCIAL INDUSTRIAL DEPARTMENTS TO COÖPERATE WITH THE BUREAU OF EDUCATION, AND FOR OTHER PURPOSES.

By authority of the United States, be it enacted by the Philippine Legislature, that:

SECTION 1. The Director of Education is hereby authorized, under rules and regulations prescribed by the Secretary of Public Instruction, to distribute and to sell the products and manufactures of the public schools and of household workers engaged in the production of handicraft products similar to those manufactured in the public schools of the Philippine Islands; to purchase and receive on consignment handicraft products from provincial industrial departments and schools; also to purchase and receive on consignment industrial products directly from household workers and to take such steps as may be appropriate or necessary to encourage and to stimulate the manufacture of handicraft products in the Philippine Islands by organizing such household workers into coöperative associations and by assisting in finding markets for such products and by directing the energies of industrial workers along lines of production most highly profitable, and by assisting and providing suitable materials and models: *Provided*, That nothing in this section contained shall be construed as authorizing the Bureau of Education to limit the general academic educational activities of teachers and pupils: *And provided further*, That the Bureau of Education shall, under no circumstances, take up any activity that will bring it in unnecessary competition with private business or industry, nor shall it make any unfair or unjust discrimination in favor of or against any seller or buyer.

SEC. 2. The expenses of the Bureau of Education incident to carrying out the provisions of this Act shall be met from funds provided by the current appropriations for that bureau: *Provided*, That the amount of sales stock to be carried by the Bureau of Education shall at no time exceed in value the sum of thirty thousand pesos.

SEC. 3. The Bureau of Supply is hereby authorized to furnish, subject to the approval of the Secretary of Public Instruction, to the Bureau of Education, out of any funds available for the purchase of supplies, such sums not exceeding one hundred thousand pesos in all as may from time to time be required to pay in advance the cost of materials and the expense of production in household industries. All advances of funds and extension of credit shall be considered on the same basis as purchases of supplies.

SEC. 4. A provincial industrial department is hereby authorized to be established by the provincial board in each province for the purchase

of industrial products for cash from schools and household workers and for the sale of same to individuals, firms, or to any branch of the Insular, provincial, or municipal governments and for the purchase of quantities of materials for retail to household workers, municipalities, and schools in maintaining and establishing industries where such materials cannot readily be secured in the local markets. The respective division superintendent of the schools or his authorized representative shall have administrative control of each provincial industrial department.

SEC. 5. The provincial board of each province is hereby authorized, upon the approval of the Executive Secretary, to appropriate a sum not to exceed five thousand pesos during any one year for the purpose of creating and continuing a fund, which shall be accounted for by the provincial treasurer, to be devoted to the purchase of materials and articles as herein provided, the payment of freight, and other incidental expenses of the industrial department of such province. The expenses of provincial industrial departments shall be met, in so far as possible, from the receipts from sales.

SEC. 6. Whenever in the judgment of the Secretary of Public Instruction any household industry is sufficiently developed in any locality and in condition to operate without official assistance, and private persons or firms are reasonably interested to carry on the development, the Bureau of Education shall cease its connection therewith.

SEC. 7. The Bureau of Education is authorized to make a reasonable discount on sales at wholesale and shall keep a detailed account of all business transacted by each provincial industrial department, taking into account with respect to sales and purchases, the expenses actually incurred.

Enacted, February 4, 1916.



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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

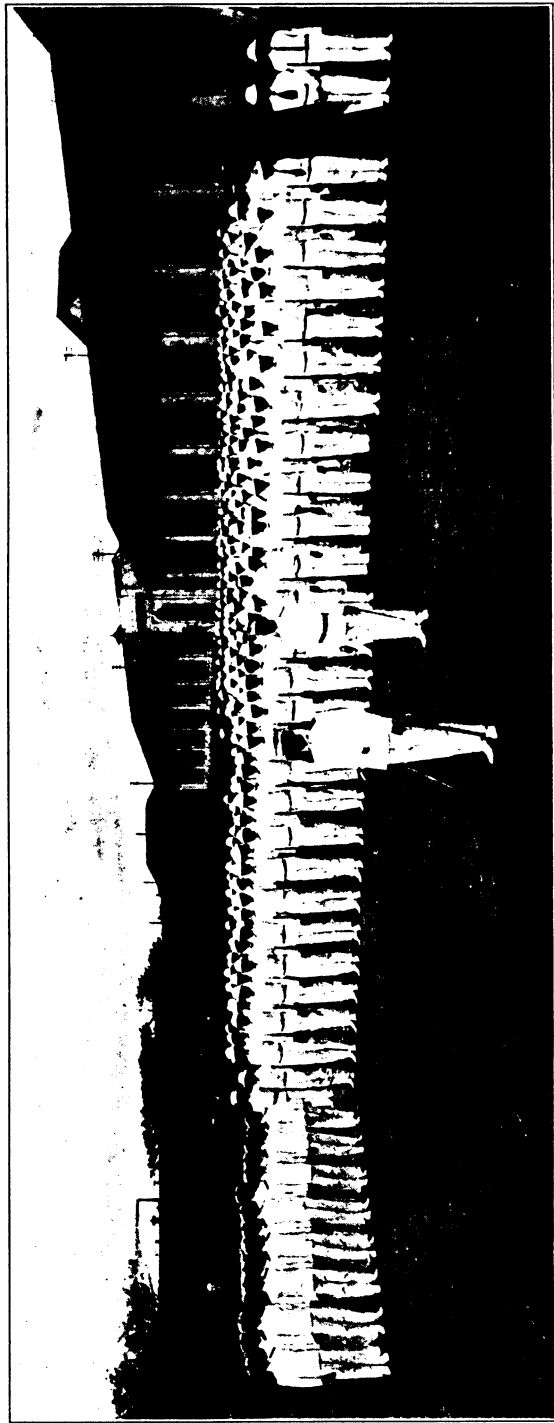
EIGHTEENTH ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION

JANUARY 1, 1917, TO DECEMBER 31, 1917



MANILA
BUREAU OF PRINTING
1918

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Military drill at the Philippine School of Arts and Trades, Manila, 1918.

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

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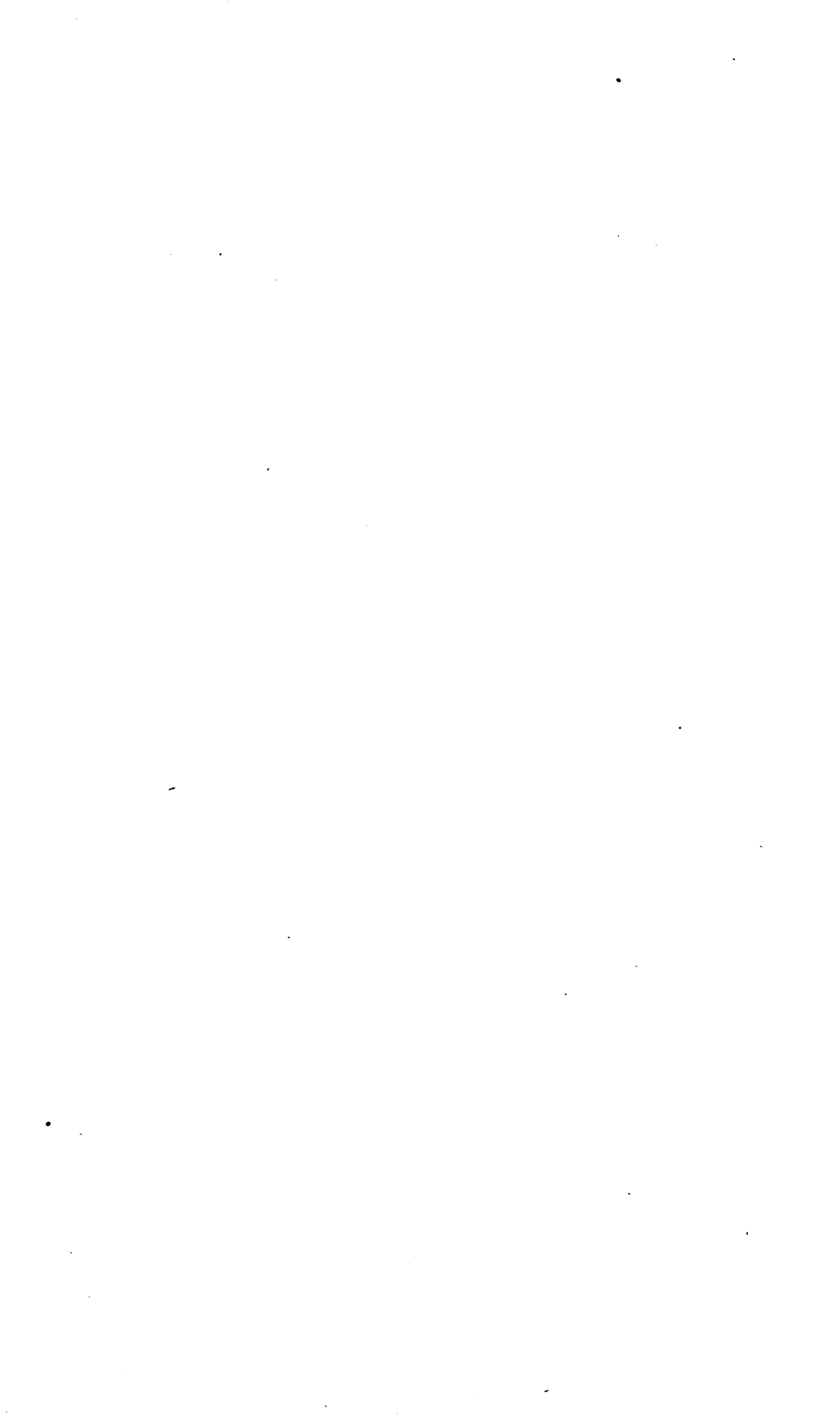


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EIGHTEENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

MANILA, February 25, 1918.

The Honorable,

The SECRETARY OF PUBLIC INSTRUCTION,

Manila, P. I.

SIR: I have the honor to forward herewith the Eighteenth Annual Report of the Director of Education, which covers the calendar year nineteen hundred seventeen.

POLICIES, PROGRESS, AND NEEDS

The present is a fit time to outline in brief the chief aims of the Bureau of Education. The Bureau of Education advocates—

What the Bureau
of Education
Stands for.

1. For every boy and girl, a minimum educational opportunity consisting of free attendance upon at least the four grades of the primary course.

2. For every primary graduate, the opportunity to attend an intermediate school free.

3. For every intermediate graduate, the opportunity to attend a secondary school free.

4. The rapid extension of opportunities to secure instruction in practical farming, especially in the type of institution known as agricultural school.

5. English as the language of instruction, since it is the language that can, by becoming the common medium of communication, both advance national solidarity and provide the best conditions for individual and national progress.

6. Physical education for all pupils as a means of developing both physical and moral strength.

7. Industrial instruction as an aid both to economic development and to character.

8. A school system made thoroughly democratic by the early abolition of all voluntary contribution and tuition schools. The placing of these schools upon a business-like basis through the enactment of legislation providing increased school revenues.

9. Permissive taxation legislation which will grant provincial and municipal governments greater autonomy, and will make

possible the extension and improvement of instruction of all grades.

10. Liberal appropriations for school purposes by the Insular Government, with special provision for buildings and special types of schools.

11. Salaries for teachers and supervising officers in keeping with the educational and professional attainments required and the supreme significance of their service to the community.

12. The recognition of school supervision and teaching as professions demanding for their best exercise technical training and skill in no way inferior to those required in other professions.

13. Professional control of the school system by educators as the only means of retaining the confidence and support of the people and of putting into effect modern principles of business efficiency as applied to educational administration.

14. Provision by the Government for the adequate training of librarians to take charge of school and other libraries and thus to contribute to educational progress through the formation of the reading habit by pupils and people.

15. Sites, buildings, and equipment suitable for conducting all school activities (physical, social, academic, industrial) in a way to achieve results worth while in each.

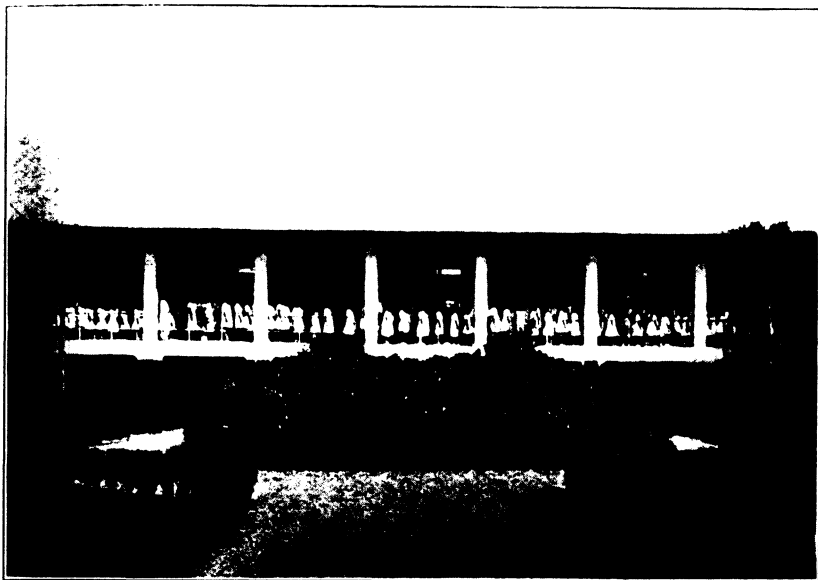
Almost twenty years ago, the Philippines came under the control of the American nation. Even before civil government was established, it was evident that the solution of the many problems involved in this control was to be sought by a policy of education, the carrying out of a part of which policy was entrusted to the public schools.

**Factors of
Success.**

Whatever success they have achieved has been due in large measure to the spirit of service that has animated the men and women who have supervised and taught. Americans have seen in their labor not only a service to their nation and to the Filipino people, but also to the world at large. Filipinos have looked upon their work as the surest means of progress for their country.

A second factor in the success of the public schools has been the feeling that the educational service presented an opportunity to rise to the highest position in it, a feeling without which the most effective work is impossible no matter how great the spirit of service may be.

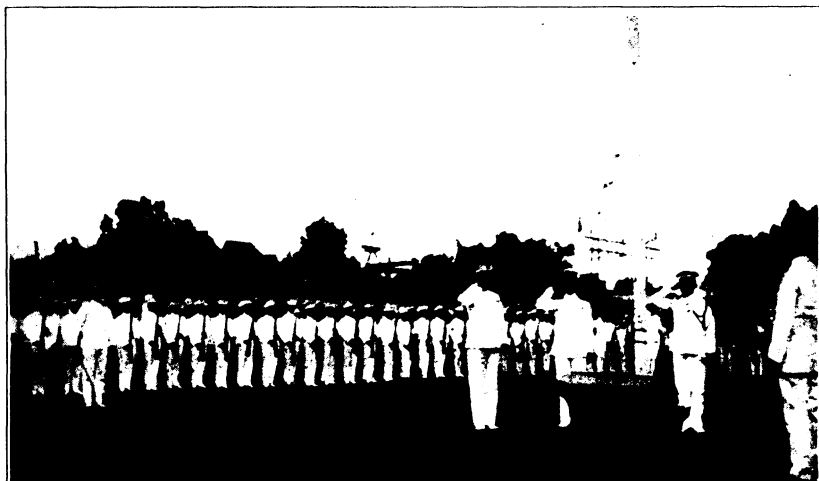
A third factor has been the combination of centralized control with participation by the entire supervising and teaching force in the shaping of educational policies. Centralized control has



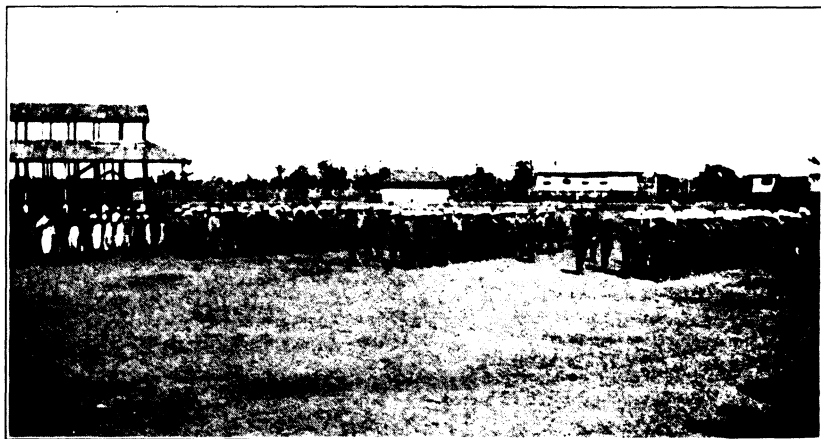
Dismissal, Santa Clara Primary School, Manila.



Secondary girls, Provincial High School, Laoag, Ilocos Norte.



Dedication of school building at Kawit, Cavite. General Aguinaldo, General Evans, Commandant Simpson, of the Navy, saluting the flag.



Student Cadet Corps, Central Luzon Agricultural School, Muñoz, Nueva Ecija.

produced efficiency; full participation by all members of the Bureau in determining policies has given *esprit de corps*.

A fourth factor has been the control of the system by educators and freedom from politics. The principle of industrial efficiency has been applied to the administration of education. Those who have conducted the public schools have been given large powers and have felt large responsibilities. The choosing of texts, the preparation of courses of study, and the selection of personnel have been rightly considered as matters belonging to those who, through training and experience, are best fitted to perform such duties.

One of the most encouraging and significant features of the year's work was the evidence of a constantly growing interest in public school education. Requests for the extension of educational opportunities came from practically all sections of the Archipelago. Voluntary contributions for school purposes showed an increase of approximately ₱100,000.

The annual enrolment for 1916-17 showed an increase of 37,455 over the previous school year. This increase was divided as follows: Primary, 27,912; intermediate, 7,210; secondary, 2,333. The average attendance for October, 1917, was greater than that for the corresponding month of 1916 by 11,211; of which increase 2,792 was primary; 5,684, intermediate; and 2,735, secondary.

The extension of educational advantages is shown by the following increases in the number of schools in session October, 1917, as compared with the same month of 1916: Primary, 159; intermediate, 54; secondary, 2.

The equipment of the schools has been greatly improved. More desks, bookcases, and teachers' tables were constructed during 1917 than during any previous year. This matter was given considerable attention and early in the year ₱60,000 of the savings from teachers' salaries was distributed to the various divisions for school furniture. Later in the year ₱26,525 more was made available for the same purpose. Superintendents and supervising teachers saw to it that municipal estimates made provision for equipment. By the beginning of the next school year, there will be in many divisions suitable desks for all pupils enrolled.

The number of pupils who were obliged to be content with attending either only in the morning or only in the afternoon

was reduced from 40,000 in 1916 to 13,900 in July, 1917, and the latter figure has undoubtedly been reduced since that date.

The number of supervising districts has been increased and the closeness and effectiveness of supervision improved. There is greater recognition of the fact that the chief object of supervision is to better classroom instruction.

**More Effective
Supervision.**

Methods of instruction in both academic and industrial work have improved in the primary schools. This is due to the efficiency of normal institutes, to the large amount of school visiting, and to better supervision. The improvement effected in the efficiency of primary instruction is shown by the increase of 6 per cent in the rate of promotion based upon annual enrolment.

**Improved
Methods of
Instruction.**

Progress was made in the development of the commercial side of the handicraft industries under the provisions of Act No. 2629 despite difficulties in transportation and the magnitude of the undertaking. Many household centers engaged in handicraft industry reached a point in their development where it was advisable to bring them into direct contact with private firms. Investigations of the time cost of various designs promise to place the industrial work of the schools upon a more scientific basis.

Act No. 2629.

Agricultural education showed an encouraging advance in extent and in efficiency. The public schools played an important part in the food campaign both as producers of food and as propagandists. The area and production of home and school gardens was doubled during the year. The extension features of the program of agricultural education were carried out with marked success.

**Agricultural
Activities.**

The introduction of military training twice a week for boys in secondary schools was the only new feature in the physical education program. The effect of this step is being watched carefully. Practically all pupils engaged in some form of regular physical exercise, and at the Far Eastern Games held at Tokyo, the Bureau of Education athletes easily proved their superiority over those of China and Japan in track and field events.

New Features.

Municipal teachers are better trained than ever before, and a considerable improvement in their salaries has been effected. Of the Filipino teachers on duty in March, 1917, 87 per cent had completed the intermediate course, a gain of 6 per cent over 1916. In October, 1916, 5,137 municipal teachers received salaries less than ₱20 a month, while in July, 1917, only 2,462 teachers were so inadequately paid. Fur-

Salaries.

ther improvement has since taken place, as the following data for January, 1918, show:

| | |
|---------------------|-------|
| Teachers receiving— | |
| Less than ₱20..... | 1,421 |
| ₱20 to ₱24..... | 5,849 |
| ₱25 to ₱29..... | 1,643 |
| ₱30 to ₱34..... | 960 |
| ₱35 to ₱39..... | 293 |
| ₱40 to ₱44..... | 601 |
| ₱45 to ₱50..... | 158 |
| ₱50 or more..... | 539 |

These figures show the results of the determined effort to make ₱20 a month the minimum salary.

Educational opportunities have been extended to those not able to attend the regular day schools. Night classes in plumbing, electrical wiring, and mechanical drawing were organized in the Philippine School of Arts and Trades. First, **Special Classes.** second, and third year secondary classes for those employed during the day were opened in the Manila High School. Nearly 4,000 pupils attended night schools of primary or intermediate grade. A summer school at the Philippine School of Commerce gave courses in the commercial branches.

That a knowledge of English is rapidly spreading is shown by answers to a questionnaire sent to all provinces. In the 863 municipalities and townships covered by the report, 302 presidents, 709 treasurers, 426 secretaries, 330 justices of the peace, 538 chiefs of police, 1,159 councillors, **English Spreading.** 1,808 clerks, and 1,873 policemen spoke or understood English. The proportion of councillors who understand English is a little over one seventh; of clerks, two thirds; of policemen, one third.

This condition indicates progress. The advance, however, has not been so great as it would have been had all branches and offices of the Government fully coöperated in using, and in emphasizing the use of English at all times. In some quarters, the attitude seems to be that it is the public schools alone that have to bear the responsibility of making English the common medium of communication among the people of these Islands. The fact is that the introduction of English as a common language for the purpose of promoting unity and understanding and of providing for the greatest possible progress in political, economic, and social affairs has been a Government policy for twenty years. Had a full realization of the significance of this policy and of the responsibility of all Government agencies for its furtherance existed through these years, active participation in carrying it out would have been more general than has been the case.

A good start has been made in providing teachers' cottages at schools. Every agricultural and settlement farm school and three farm schools have cottages, so a total of considerably more than one hundred cottages have been constructed.

Teachers' Cottages. In the Department of Mindanao and Sulu, exclusive of Agusan and Bukidnon, thirty cottages were completed during the year, each being furnished with tables, chairs, shelves, and washstands. The construction of a teachers' cottage in connection with every barrio school would be very desirable; it would help to make the teaching force more permanent and would magnify the significance of its service to the community.

Without question, the greatest educational need in the Philippines today is the extension of school privileges to the several hundred thousand boys and girls who are now destitute of schooling and unable to obtain any. In order to place this matter squarely before the people and their representatives, this Bureau, in the public press and in personal communications to each legislator, urged the passage of certain bills providing for permissive taxation. Permissive taxation is the usual method of securing educational progress, and the proposed laws simply give municipal councils the authority to increase school revenues through taxation if such action is considered advisable. The proposed bills impose no burden upon any municipality, but make it possible for progressive municipalities to assume greater responsibilities when they are ready to undertake them. Whether the bills pass or not, the need for the extension of educational privileges has been pointed out and a feasible and just method of meeting the need proposed. Between 650,000 and 700,000 pupils will attend the public schools during the present school year. But an equal number of children will not enjoy the benefits of public school instruction,—a few from choice, but the great majority from lack of opportunity. Does this educational condition make a firm foundation for a representative democracy? How long will the Filipino people be content with providing free primary schools for only about one half of their children?

The need of a fixed school revenue from provincial sources was likewise demonstrated and permissive legislation to meet it supported. Until some fixed source of revenue is provided, the provincial high schools cannot be placed upon a proper basis and the adequate extension of agricultural education will be impossible. More agricultural and farm schools are greatly needed, but cannot be established until additional provincial funds are made available.

Fixed School Revenue Needed.

While tuition fees and voluntary contributions are considered undesirable means of financing intermediate schools, yet they are the only means available under present conditions, which demand that regular municipal school revenues be used for primary schools.

**Tuition Fees
and Voluntary
Donations.**

No educator or person interested in education can afford to disregard the influence of the war upon educational theory and practice. Already this influence is seen in legislation in France, England, and the United States. For years the belief has been growing that a longer period of public school training was demanded by modern social conditions. The war has shown the advantage to a nation of longer schooling, especially of a vocational nature. All three of the above countries are advocating a longer period of training in industry and agriculture, and two of them have taken steps to increase the length of the period of compulsory school attendance.

**Education and
the War.**

The Philippines is not an industrial country, and does not compete in the world's markets in any great variety of industries, but its agricultural products do compete, and greatly increased facilities for education in farming are needed, a fact long emphasized by this Bureau. Attention must also be given to the advisability of providing more than four years of instruction for every child.

**Facilities for
Agricultural
Education
Needed.**

The war has been felt in these Islands. The food campaign was entered into by the public schools, and an attempt made to double both the area cultivated and the product grown. Sewing classes engaged in various kinds of Red Cross work. Teachers and, in a few cases, pupils generously purchased "Liberty Loan" bonds. Both gave freely for the support of the Red Cross.

The war has interfered with the building program and with the prompt arrival of textbooks and supplies. Prices of materials advanced so rapidly that in many cases it was impossible to undertake construction because the available funds were not adequate. In some cases temporary buildings were erected and in others construction was not commenced. Shipments of texts and supplies have been delayed. Orders were sent in many months before the books and supplies were needed, but in spite of this, shortages have occurred. Some supplies were not received two years after they had been ordered. The order for the bulk of the supplies and texts for the school year beginning June, 1918, was forwarded early and part of the order is already on hand.

**War Interference
with Building
Program.**

The action of the United States Government in making educa-

tion the keystone of its Philippine policy naturally attracted the attention of colonial governments in the Far East. Just how far the interest felt has resulted in changes in educational practice is not known, but it is a safe statement to assert that the success achieved here has led to a less questioning attitude toward the wisdom of the policy and perhaps to more careful consideration of the educational needs of other peoples. The Philippine public school system has also proved an object of interest to other than colonial governments.

Several commissions and many individuals have visited the Islands for the purpose of studying the educational system. A number of Chinese commissions representing the central government, the region around Canton, central China, and other portions of the country, during the past year, spent considerable periods investigating the Philippine public schools.

The visit of a Siamese prince prior to the current year has resulted in the sending of several young men and women from that country to study in the Philippine Normal School and the Philippine School of Arts and Trades.

Representatives of the colonial governments of Java, and of the Federated Malay States and the Straits Settlements have thoroughly studied Philippine educational practice. One result has been the sending of a Filipino industrial teacher and two Filipino academic teachers, both graduates of the Philippine Normal School, to the Straits Settlements. Two Filipino industrial teachers, a man and his wife, were also furnished the government of Guam.

From Formosa, where in many respects conditions parallel those found in these Islands, a commission recently came to secure information concerning, among other things, the educational system.

Missionaries from practically all parts of the Far East are frequent visitors in the schools of Manila and occasionally see schools in the provinces.

Information concerning the school system is also given by distributing, upon request, the various publications issued by the Bureau. During the period 1915-1917, publications were sent to fourteen Far Eastern countries, fifteen other nations, and twenty-three States of the United States. The last request of this kind was received from Hayti which is now planning to reorganize, or

Influence of the
Philippine Public
Schools in the
Far East.

Visiting
Commissions.

Siamese
Prince.

Distribution
of Bureau
Publications.

rather to establish, its public school system. Some of these requests are from governments, others are from individuals engaged in educational work. In a few cases, sets of texts have been furnished other governments.

If interest in the Philippine public school system is measured by the number of requests for publications, China is first, followed at some distance by Siam, India, and, strange to say, Egypt. Other countries from which requests for information have come include: Burma, Hawaii, Japan, Chosen, French Indo-China, Ceylon, Cuba, Porto Rico, Hayti, Australia, Straits Settlements, Federated Malay States, Papua, Java, Sumatra, Formosa, Newfoundland, Chile, New Zealand, and Fiji.

Requests for information have included practically everything about the school system from its scheme of organization to bulletins on specific subjects. Much interest has been shown in courses of study, especially with reference to English instruction, physical education, and industrial and agricultural work. Frequent inquiries concerning instruction in sanitation and hygiene, and in good manners and right conduct have also been received.

The Bureau of Education does not, of course, make the claim that the visits and requests for information mentioned have resulted, or ever will result, in any far-reaching reorganization of public school systems in the Far East or elsewhere. But it does wish to invite attention to the fact that a number of countries and a greater number of educators have been sufficiently interested to go to the trouble of studying the system with some care.

Dr. Alejandro Albert was appointed Assistant Director of Education February 10, 1917, and Under Secretary of Public Instruction on November 17, 1917. On the latter date, Mr.

Personnel.

Luther B. Bewley became Assistant Director and Mr. Camilo Osias, Second Assistant Director.

These promotions are significant in that they were made in recognition of efficient service rendered in the Bureau of Education, and that they constitute a desirable precedent of keeping the public schools under the direction of educators who have labored for and in the public school system.

From the latter part of July till the end of the year, the Director was on leave in the United States. Dr. Alejandro Albert was Acting Director from July 26, 1917, until November 17, 1917, and Mr. Luther B. Bewley, from November 17, 1917, till the end of the year.

Mr. Daniel Monje, the efficient principal of the Villar Settle-

ment Farm School, was killed by Negritos at the school in the early morning of December 16, 1917. His labors had done much to make the school the most successful of all the schools for Negritos, and he died, as he had lived, doing his duty.

During the year, Mr. H. H. Miller, Chief of the Industrial Division, Mr. J. R. Jefferies, Acting Property Officer, and five division superintendents, Messrs. C. E. Wright, Harry Borgstadt, L. R. Sawyer, W. E. Crowe, and A. M. Templeton, left the service under the provisions of the Osmeña Retirement Act. These men had rendered from eight to thirteen years of service in the public schools. The total number of American teachers on duty December 31, 1917, was 417, a decrease of 51 since 1916 and of 251 since 1912.

The force of superintendents is composed of men who have attained their positions of responsibility because of their training and of their success in school work. Sixteen have had from one to four years' experience in the United States; eight, from five to nine; and seven, ten or more. Nine have served as teachers in this service for from one to four years; nineteen, from five to nine years; and sixteen, ten years or more. Twenty-six have been superintendent from one to four years; thirteen, from five to nine years; and five, ten years or more.

A number of conditions unite to make the present a critical time with respect to the American supervising and teaching force. Slowly, but surely, the effects of the Osmeña Retirement Act are being felt in the loss of employees who have rendered effective service over a long period of years. This act, which is just and desirable from the standpoint of the individual, can, if taken advantage of by too large a proportion of employees, seriously affect the efficiency of the public schools. Yet, in justice to those who have rendered long and valuable service, this Office has definitely adopted the policy of recommending the approval of applications for retirement.

The entrance of the United States into the war caused the loss of seventeen employees who entered either the regular army or the reserve, and several others will soon leave this service for that of their country. This number does not include many who entered some branch of the military service while on leave of absence or following resignation from the service.

The difficulty in obtaining men from the United States has caused business houses to bid for Government employees, and

the attractive salaries offered has led to the loss of a number of teachers during the year. The losses due to these and other causes cannot easily be made good even as regards numbers; with respect to experience, they cannot be made good.

**Employees Leave
Government
Service.**

Due to the draft and other circumstances, it is now practically impossible to obtain men teachers from the United States. This means women teachers or none. If the draft should be extended to these Islands, the condition would become extremely serious, for the Bureau would undoubtedly lose a considerable percentage of its members.

The policy against the employment of women teachers was formulated during the early days when constructive work, carried on under something like pioneer conditions, was in progress. Today, although living in even the remoter districts is safe and in some degree comfortable, the advance of school work has created a demand for American teachers chiefly in the high schools situated at provincial capitals. There is no good reason for not assigning women to such stations, and it is evident that they, if any, will fill our depleted ranks.

During the pioneer period, organizing ability was the quality most desired in teachers. The refinements of method did not appeal powerfully to many of these organizers and the schools have suffered somewhat in consequence. Now, there is more opportunity than before for a different type of teacher—the teacher expert in methods, especially in the English subjects. This type is quite as likely to be found among women as among men.

It is anticipated that at the present entrance salary, it will be difficult to obtain any large number of American teachers. In the United States, teachers' salaries have been increased rapidly during the past two years; in some instances, there have been as many as three increases during a single year. In place of increases, a bonus has been offered in some States.

In the Philippines there have been, in proportion to the number of American teachers in the service, more increases in salary during the past two years than during any previous period of equal length. The same is true of Filipino teachers in even greater degree. Conditions at present, however, are recognized as demanding further promotions in salary, and this Office intends to do everything in its power to effect them.

**Increase in
Salaries.**

The situation with respect to obtaining American teachers is made all the more critical by the large annual increase in the

number of secondary students, which increase was 2,899 for August, 1917, over August, 1916. The need of high school teachers has in a number of cases been met by the transfer of supervising teachers, but even with that expedient, some schools have been understaffed. Unless the efficiency of secondary instruction is to suffer materially, additional American teachers must be obtained.

In time, the University of the Philippines may turn out enough satisfactory teaching material, but such is not now the case. There are now among Filipino teachers in the public school system less than 100 A. B. graduates, 4 graduates of the College of Agriculture, 12 holders of the high school teachers' certificate, 4 having the degree of B. S. in Education, and 3 University graduates of other courses—not enough professionally trained teachers to instruct even the increase in secondary students of 1917 over 1916. The demand for teachers of science has been particularly hard to fill, and it is hoped that the University authorities will advise more students to prepare for teaching the science subjects.

The number of Filipino Insular teachers on December 31, 1917, was 1,397, an increase of 6 over 1916 and 255 over 1912. The average monthly salary in March, 1917, was ₱56.58, an increase of ₱0.70 over 1916 and of ₱6.70 over 1912. The new salary schedule will lead to still further increase in pay.

Municipal teachers on October 31, 1917, numbered 11,478, an increase of 1,279 over 1916 and of 5,387 over 1912. In most divisions an increased number of teachers has meant smaller classes for each teacher and therefore more effective instruction.

The salaries of municipal teachers have shown a decided improvement, due partly to increased revenues as a result of the reassessment of land values, and partly to the attention given the matter by the General Office and division superintendents. Several divisions adopted salary schedules that provide for more adequate remuneration; and in several provinces, the minimum salary is now fairly satisfactory. In the future, an increased amount of attention will need to be given to providing a range of salaries sufficiently great to secure a higher degree of permanency in the municipal teaching force.

NOTE.—Since the close of the calendar year, 1917, the Philippine Legislature has authorized the employment of sixty new American teachers and the payment of an entrance salary up to ₱3,000.



Grade I, Santa Clara Primary School, Manila.



Grade I, San Lazaro Primary School, Manila. Dramatization of "The Little Red Hen."



Shoemaking, Mariquina Intermediate School, January 3, 1918.



Red Cross work. Pupils giving the finishing stitches to the filled bags, Manila.

If only the amount of money paid is taken into consideration, the Filipino teacher receives a larger salary than the Japanese teacher. The average salary for Japan was ₱19.16 for all teachers during the 1914-15 school year; that for the Islands for March, 1917, was ₱23.98 for municipal and ₱56.58 for Insular teachers, or about ₱27 for all. Less than ₱20 a month is the salary of 58 per cent of Japanese teachers, while only 12 per cent of Filipino teachers receive so little. In Japan, 3 per cent are paid ₱40 or more a month; in the Philippines, 11 per cent are paid ₱40 or more and 8 per cent ₱50 or more. The cost of living is, of course, an important factor in any such comparison, and is much less in Japan. While the comparison is in some respects favorable to salary conditions here, much remains to be done before the work of raising salaries to a proper standard is completed. But without an increase in school revenues, little can be done along this line except by the closing of a number of schools.

Of the Filipino teachers on duty in March, 1917, 87 per cent had completed at least the intermediate course, a gain of 6 per cent over 1916. In August, 1917, there were over 300 Philippine Normal School graduates, over 500 high school graduates, and about 125 who had completed at least two years of college work. While the problem of raising the minimum requirements for all teachers still needs attention, it is no longer the chief problem concerned with obtaining a trained teaching force. The main need today is for a larger number of normal school, high school, and college graduates as teachers for the rapidly increasing number of pupils in intermediate and secondary schools, and as principals, supervising teachers, and holders of other administrative positions.

There is no question but that in the past few years, the quality of primary instruction has greatly improved. No such positive statement can be made, however, regarding intermediate and secondary instruction, and even the present degree of efficiency in intermediate and secondary schools cannot be maintained unless more well-trained teachers are secured. It is believed that the new salary schedule will prove attractive to Filipino young men and women and will help to give both efficiency and permanency to the service. In perhaps no other capacity is there so great an opportunity to render service as in the public schools, but self-sacrifice must not alone be depended upon to develop a permanent force of teachers.

Academic
Attainments
of Filipino
Teachers.

Improvement
in Quality
of Primary
Instruction.

A very encouraging sign of the desire to serve where most needed has been the sending of more than 500 teachers from the northern islands to the Department of Mindanao and Sulu. For the home-loving Filipino thus to leave his kindred and friends in order to teach in a far land is a noble example of service. The same spirit was manifest in the teachers who went to Guam and to the Federated Malay States to assist in carrying out plans for industrial instruction there.

Continued emphasis has been placed upon the improvement of the teaching and supervising force. The conferences and classes at the Baguio Assembly, the Teachers Vacation Assembly courses of instruction, the division normal institutes, and the holding of model classes and teachers' meetings have all been conducted in a way to provide efficient professional training. The division normal institutes held for four weeks during the past year were, on the whole, the most effective ever conducted.

Model classes were held more generally than in previous years and were most effective in demonstrating desirable methods of instruction and supervision.

The teachers' reading course which was planned for the school year 1917-18 was later postponed till the following school year, due to the nonarrival of books on account of lack of transportation facilities. The professional books for this course are *How to Teach the Fundamental Subjects*, Kendall and Mirick, and *The Recitation*, Betts.

In training teachers in the service, stress today is laid upon professional improvement. Although Filipino teachers need to raise their scholastic attainments, yet their attainments are high enough to make it advisable to concentrate attention chiefly upon the development of power to teach. In English, it is true, there is still much need for further training and such is given.

SUPERVISION OF INSTRUCTION

The organization of the supervising force is such that very close supervision is possible. In the General Office, there are the directors, the chief clerk, and the chiefs of divisions, all of whom make visits of inspection for the purpose of keeping in close touch with the work of the schools.

In the field, the supervising force consists of division superintendents, academic supervisors, industrial supervisors, supervising teachers, and principals.

The appointment of a larger number of academic supervisors

and the increase in the number of supervising districts by placing several assistant supervising teachers in charge of districts were

**Changes
Effected
during 1917.** the chief changes made during 1917. Both of these changes mean increased efficiency of organization. An academic supervisor is needed in at

least all except the very smallest divisions to work for improvement in methods of instruction in the academic subjects. The additional supervising units have made closer supervision possible, and, by decreasing office routine, have rendered supervision more efficient.

In 1909, there were 499 supervising districts and in March, 1917, 261. The present number is 297. It is planned to increase this number as teachers demonstrate their supervising ability, for some districts are now undoubtedly too large to permit of close supervision of classroom instruction.

**Supervising
Districts.**

One of the most important duties of supervisors is to develop a corps of primary principals who are able properly to supervise the work of their teachers. Much attention was given this matter in a number of divisions during 1917, and some very good results were obtained. The work is not one ever to be satisfactorily completed, however, and continual attention is necessary. Many of the principals were originally chosen for their ability either as teachers or as administrators, and find supervision of instruction a task for which they are not adequately prepared.

**Duties of
Supervisors.**

With a satisfactory scheme of supervision in operation, the results obtained depend upon the standards of supervision and the quality of the supervising force. There is no question but that standards have improved during the past year. The need for close supervision of classroom work is more generally recognized, especially as regards the primary school. Few supervising teachers are now content with a fifteen minutes' visit to a barrio school—just long enough to count noses, examine a few records, and comment upon the condition of the fence.

**Standards of
Supervision
and Quality
of Force.**

The various agencies employed in the training of teachers in service have all contributed to the formulation of desirable standards of supervision and to more effective methods of realizing these standards. Visits of teachers and supervisors to other divisions have been of great value.

One of the most encouraging signs of increased attention to this phase of school administration is seen in the large number of

investigations of educational conditions undertaken, and the number of tests conducted. The investigations include: Studies of earnings in various forms of industrial work, causes of irregular attendance, typical errors in English, records of intermediate graduates, comparison of spelling records of classes using and not using the speller, comparison of scholarship records of pupils who are readers and those who are not, flagging of interest in primary classes attending one long session a day, reasons for leaving school, home conditions, misspelled words, percentage of graduates of the special intermediate courses who enter the secondary school, time to complete various grades, percentage of pupils withdrawn from school, ages of pupils and retardation, failure by subject, and number of pupils of school age. The tests given include the Binet-Simon test and tests in spelling and arithmetic.

The extra work caused by such tests has made them unpopular with some teachers and superintendents, so the increased use of tests during 1917, when no general test was given by the General Office, is encouraging. The employment of these tests in the smaller units of the system is the fairest and the most profitable use that can be made of them. Conditions in the various parts of the Archipelago are so diverse that comparisons based on the results of such tests would be unjust if the diversity of circumstances was not taken into consideration. Such tests, however, do furnish an efficient means of discovering strong and weak points in school work. Their increased voluntary use is encouraging and it is believed that further extension of their use is desirable.

It is possible for any supervisory officer to spend practically all his time in office and other more or less routine work, for such work is always before him and will claim almost as much of his time as he will give it. Given a proper standard of supervision, he will take time for classroom visiting first of all.

During the year, the provision of better means of transportation in a number of divisions increased the efficiency of supervision from 50 to 100 per cent by permitting superintendents to spend, in visiting schools, time formerly occupied in travel.

The furnishing of some division offices with an additional clerk gave more time to the superintendent and his supervisors to spend in visiting schools. A proper office force is able to relieve a superintendent of all routine and much other work and thus free him for more important duties.

Most important of all, the pupils have been benefited by the development of closer and more effective supervision. The per-

centages of promotions based on annual enrolment in the primary grades for 1916-17 increased as follows over those for 1915-16: Grade I, boys 7 per cent, girls 7 per cent; Grade II, boys 5 per cent, girls 7 per cent; Grade III, boys 5 per cent, girls 5 per cent; Grade IV, boys 1 per cent, girls 2 per cent. These increases mean progress, for the requirements for promotion have not been lowered. The fact that in Grade IV where new promotion requirements, which gave equal weight to class standing and examination marks, went into effect, the increases were less than in any other grade is deemed worthy of note.

While the condition of primary supervision is improving and encouraging, it is hoped that it never will be considered as satisfactory either by this Office or by superintendents. Much yet remains to be done before the proper professional attitude and spirit will possess each teacher in the primary schools, whether his work is primarily supervision or instruction.

The emphasis placed upon the improvement of primary instruction has in some instances undoubtedly been greater than that placed upon the improvement of intermediate instruction. The intermediate school today is probably the weakest point in the public school system so far as efficiency of instruction is concerned. Careful selection of principals and close supervision should be given much attention during the school year 1918-19.

COURSES OF STUDY

For fifteen years and more, the courses of study have been in process of evolution. They are not yet in final form and never will be, for in education, as in all professions, growth and progress in both theory and practice are continuous. No changes, no improvements would mean stagnation and retrogression.

Since the beginning of the Philippine system of public schools, there has been close coöperation between the General Office and the field in the preparation of courses of study. Committees to draft courses have been composed of representatives both of the General Office and of the supervising and teaching forces in the field. As a preliminary step in the making of any definite changes in the courses of study, inquiries are directed to the field in order that the General Office may have at hand the full recommendations of those who are actually doing work in the classroom.

The courses are always receiving the careful consideration of

both the General Office and the field, of men and women who have seen them develop and have at heart the best interests of the Filipino people. The Bureau of Education should remain in full control of the development of these courses which, to be maintained at their present degree of efficiency, must be confided to educators who have served in the public schools and are, therefore, familiar with their needs.

As a result of these years of development, balanced courses have been formulated which combine academic, industrial, and physical education, while giving at the same time increasing emphasis to the social activities of the public schools. Today, when the Gary school system with its program "Study, Work, Play" is so prominent in educational affairs of the United States, when both the National and the State Governments are providing for industrial instruction as never before, and when States are outlining extensive programs of physical education, it is gratifying to remember that these features, in similar or in different form, have been integral parts of the Philippine public school curriculum for ten years and more. Recent educational development in the United States and in Europe confirms the wisdom of developing such courses of study as are now in effect in these Islands.

The four-year primary course aims to produce literate citizens possessing some knowledge of community needs; some appreciation of their duties to the community with respect to sanitation, government, and conduct in general; and some skill in household duties, gardening, or household industries.

The fact must not be lost sight of that the aim of giving each child at least four years of schooling is not realized in the majority of primary schools. Of the 4,266 primary schools in session August, 1917, only 1,154 offered the full course of four years and only 1,831 offered three years of the course. The pupils in 2,435 schools were obliged either to be content with a maximum of two years' instruction in their home barrio or to go to a full-course school in a larger barrio or to the central school of the municipality.

While far too large a proportion of pupils is found in the first and second grades of the primary course, yet progress is being made in holding pupils through the third and fourth years. The percentage of all primary pupils who were enrolled in the first grade decreased 14.4 per cent from 1909 to 1917. During

Attention Given
to Courses of
Study.

Results.

The Primary
Course.

Full Primary
Course Not Given
in Majority of
Primary Schools.

the same period, the percentages of all primary pupils who were found in the second, third, and fourth grades increased by 3.1, 5.8, and 5.5 per cent, respectively.

One of the chief values of the permissive taxation legislation recommended by this Office is that it would not only make possible the extension of primary instruction to territory now entirely destitute of educational advantages, but would also permit the development of full-course schools in barrios where only two- and three-grade schools now exist.

From time to time, statements have appeared to the effect that most pupils in the public schools do not go farther than the primary grades. This is true, but largely for lack of full-course primary schools; for it is also true that a very large part of those who complete the primary course enter one of the intermediate courses. Every year since accurate records have been available, the number of pupils in Grade V at the opening of the school year in July has exceeded the primary graduates of the March preceding. This excess is, of course, now due chiefly to repeaters in Grade V. The percentage of promotion in this grade, however, is over 80 and a considerable number of those who fail drop out, so the percentage of primary graduates who enter intermediate schools is undoubtedly something over 90.

This fact vitally affects the primary course of study, which was designed to meet the needs of pupils who, it was supposed, would not continue in the intermediate grades in any great numbers. The 1915 revision of the primary course took the changed condition into consideration and simplified the course somewhat. Little criticism of the present course has been made. The most unfavorable comment is to the effect that the fourth-grade course of study contains too much material.

It is proposed to remedy this defect by eliminating civics and hygiene as a study occupying a separate period in the fourth grade. The important thing in instruction in these subjects is to form desirable habits with regard to personal hygiene, home and town sanitation, and other duties to the community. The formation of such habits has always been one of the chief aims of the primary course, but to make their realization more certain, an outline of subjects for discussion in each grade in the conversational English periods is planned for the next school year. This arrangement will lighten the work of the fourth grade, will furnish materials for conversational English periods, and will make instruction in civics, hygiene, and sanitation a little more definite in each of the first three primary grades.

As a part of the food production campaign, increased stress

has been placed upon gardening in the primary grades. Upon request, permission has been granted to make gardening the only form of industrial work for boys large enough to undertake it in places where conditions are particularly favorable.

During the year, a revision of the primary course to suit the needs of the settlement farm schools of Nueva Vizcaya was prepared in that division and approved by this Office. Due both to the character of the pupils and to the nature of the school work, the regular primary course needs some modification in order to meet the demands of this type of school.

An attempt was made to furnish the primary grades with suitable songs of Filipino origin and the outcome of the experiment will be watched with interest.

Given the most perfect organization and the best of intentions, yet some time is required to make a new course of study effective over an island group extending 1,000 miles from north to south and 600 miles from east to west. It is felt, however, that the primary course published in 1915 and revised in minor particulars since, including the changes in methods and in programs then decided upon, has, with at least very few exceptions, been put into operation both in form and in spirit.

The demand for intermediate education is growing. In answer to this demand, sixty new intermediate schools were authorized during the year, the largest number of new intermediate schools organized during any one of the past ten years. These schools now number over 420; so, in about one half of the municipalities, there are now intermediate schools. The support of the new intermediate schools established during 1917 was derived wholly or largely from other than school funds, since regular municipal school funds are needed solely for the support of primary instruction. These schools, whose courses of study extend over three years, are part of the elementary school system; and eventually one should be placed in every municipality.

The enrolment in the various intermediate courses for July, 1917, was as follows: General course, 42,358; housekeeping and household arts course, 10,610; trade course, 3,992; teaching course, 2,270; farming course, 2,145. Compared with the same month of 1916, these figures represent increases of 8,374 in the general course, 2,296 in the housekeeping and household arts course, and 129 in the farming course. In the teaching and trade courses, there were decreases of 1,930 and 322 respectively.

Special Revision
of Primary
Course of Study
for Nueva Vizcaya.

Intermediate
Courses.

Enrolment in
Intermediate
Courses.

The teaching course was offered in only twelve schools located in six divisions. Higher requirements for teachers and the introduction of two-year and four-year secondary normal courses account for the reduction in schools offering this course, and will result in its early elimination from intermediate schools. It met a need that, in most divisions, no longer exists.

The increase of 6 per cent in the enrolment in the farming course makes the enrolment in this course about as large as can be taken care of properly with the present facilities of farm and agricultural schools. Additional schools and better conditions in schools already established are being provided as rapidly as funds are made available. The passage of a law setting aside 10 per cent of provincial revenues for school purposes would make the extension and improvement of agricultural education possible, and such a law is urgently needed.

Increases in the general and housekeeping and household arts courses are accounted for by the establishment of sixty new schools and by transfers from the teaching course. The trade course enrolment has not changed materially for the past three years, and the schools now in operation are sufficient to meet the need for trade instruction in woodworking and ironworking.

The aim of the general course is to give an elementary education, and a large percentage of its graduates continue their studies in the secondary school. The special aims of the other courses are indicated by their names; they also give an elementary academic training in at least reading, composition, and arithmetic. The general course includes three years of industrial instruction. For boys, this instruction usually covers a handicraft, gardening, and woodworking; and for girls, housekeeping, sewing, cooking, and lace or embroidery. Deviations from this regular scheme of industrial subjects is permitted wherever conditions make such advisable. During 1917, for example, several schools made gardening the only industrial work for boys.

During the past year, several interesting reports upon intermediate graduates were received. From several schools came data covering a considerable period of years, and showing the vocations of intermediate graduates in various sections of the Islands.

Information covering graduates from 1905 to 1917, inclusive, in an intermediate school in one of the Visayan islands shows that 9 per cent of the graduates were farmers; 21 per cent,

teachers; 5 per cent, housekeepers; 5 per cent, clerks; 3 per cent, telegraph operators and postmasters; 1 per cent, merchants; 45 per cent, students; 2 per cent, sailors; and 1 per cent, dress-makers. Among the remainder, the following occupations were represented: Officer in the Philippine Constabulary, municipal vice-president, municipal secretary, contractor, surveyor, ranger in the Bureau of Forestry, deputy governor, nurse, and chief of police. This school gave the general course and the house-keeping and household arts course.

In the same province, in a school giving the farming course, there were 41 graduates in March, 1917. Of these, 11 became teachers; 8 became students in the provincial high school; 1 entered an industrial school; and 22 continued their course in farming at the Central Luzon Agricultural School.

Data for the period 1912-17, inclusive, from a school in southern Luzon show the following percentages of graduates in different lines of work: Farmers, 6 per cent; teachers, 28 per cent; housekeepers, 8 per cent; business, 11 per cent; College of Agriculture, 3 per cent; other departments of the University of the Philippines, 2 per cent; students in high schools, 29 per cent; clerks, 3 per cent; postmasters, 1 per cent; medical department of constabulary, 2 per cent. The remainder are divided among various occupations, including municipal secretary; inoculator; chauffeur; policeman; deputy assessor; chief of police; soldier in Philippine Constabulary; photographer; market collector; and salesman.

From a school in northern Luzon for which data from 1913 to 1917 are available, 28 per cent of the graduates were shown to be teachers; 46 per cent, students; 9 per cent, farmers; 2 per cent, merchants; 7 per cent, clerks; 2 per cent, policemen; 2 per cent, surveyors; and 2 per cent, seamen in the United States Navy.

These figures show that the graduates of intermediate schools are entering upon various useful occupations. Since the figures cover only a few years in most cases, naturally a good many of the graduates will still be attending either high schools or higher educational institutions.

The figures refute the charge that these schools train only clerks. However, this charge has never been taken very seriously by this Office. During the past year, even the list of second-grade eligibles for clerical positions was exhausted at one time, and special examinations had to be held. The present prosperous condition of the Philippines is developing a demand for clerical assistance unequalled at any previous time. The public schools

are helping to supply this demand and their assistance in this matter is considered to their credit. It is, however, gratifying to this Office to note that so small a percentage of graduates of intermediate courses remain in the clerical occupations.

Undoubtedly, one of the most important functions of the intermediate schools today is to train teachers, or at least to give them the intermediate part of their education. A large percentage of those who finish the intermediate courses enter the high school and then either obtain some form of employment or continue in the University. This is looked upon as a hopeful sign of progress. At the present time all countries are recognizing the desirability of having boys and girls remain in school as long as possible.

There has been some discussion of the advisability of revising some of the special intermediate courses by including in them more academic subjects. This discussion was in large measure

Revision of
Certain Special
Intermediate
Courses.

prompted by the poor records made in the secondary schools by graduates of the special courses, especially of the trade and farming courses. In order to obtain data on the question, the first year high school records of graduates of all the courses were requested from several divisions, and in general the records of the special course graduates were found to be poorer than those of graduates of the general course.* It is believed, however, that this condition is probably due to the basis of selection for these courses, rather than to any defects of the courses themselves, which were not, of course, designed to prepare pupils for the high school. Many pupils who find the academic subjects difficult undoubtedly enter one of the special courses, where fewer academic subjects are required than in the general course.

It is a recognized fact that not all pupils will profit from a secondary course of an academic nature. Not all boys and girls find it easy to master abstract learning, and this fact is the most important factor in causing the failure of secondary pupils, especially in the first year of the course.

The whole question of the education of those pupils who will enter the secondary school will be greatly simplified by two things: First, an increase in the number of courses given in each intermediate school; and second, more attention to the vocational needs of intermediate pupils on the part of supervising teachers, principals, and teachers. The second cannot be very effective without the first, and the first depends upon providing increased funds for intermediate instruction, and would be feasible only in the larger schools.

Eventually, more secondary courses of a vocational nature will be developed and they will be offered in more schools, but here also the first requirement for the organization of such courses is additional school revenue for secondary instruction.

**Vocational
Secondary
Courses.**

At present, the majority of intermediate schools offer two courses, one for boys and one for girls. Many, however, give but one, while a few give three. As a rule, the primary graduate attends the intermediate school nearest his home, so his choice may be limited to one of two courses or he may have no choice. Under such circumstances, not much in the way of vocational guidance can be attempted, but it is believed that every primary graduate should have the different intermediate courses and their aims explained to him before he leaves the primary school, and wherever possible, parents should also be interviewed and given such information as will assist them in deciding upon the intermediate school their boy or girl can attend to the best advantage.

**Courses Given in
Intermediate
Schools.**

Late in 1917, a detailed course of study in the academic subjects, including suggestions to teachers, was distributed. Nothing more than a very general treatment of industrial subjects was attempted, since changes in industrial work are so frequent and so many adaptations to local needs are made. The publication of this material should lead to a considerable improvement in intermediate school work. An increase in the efficiency of intermediate education similar to that which has taken place in primary education since the publication of the primary course is confidently expected. In time complete syllabi on the various intermediate subjects will be published.

While this Office has taken precautions to authorize the offering of intermediate courses only under circumstances that promised at least a fair degree of efficiency, it is recognized that the improvement of instruction in these courses is one of the important problems that division superintendents have to solve. During the 1918-19 school year, much attention should be given to providing intermediate schools with adequate quarters, suitable equipment, capable teachers, and efficient supervision.

Problems.

There is a strong demand on the part of the Filipino people for additional opportunities for secondary instruction. During the year, this demand found expression in requests for the establishment of a number of additional secondary schools and for the extension of the high school course in schools which were giving less than the

**Secondary
Courses.**

complete course. There were authorized three new secondary schools, four new second-year classes, three new third-year classes, and three new fourth-year classes. The secondary enrolment for July, 1917, showed an increase of 2,939, or 27 per cent, over that for July, 1916.

The policy adopted by the Bureau of Education concerning the establishment of secondary schools is that their number should, for the present, be limited to one for each province or subprovince. It is difficult to secure sufficient teachers for the high schools now in operation and it would be quite impossible to secure capable teaching material for a larger number of such schools. Furthermore, additional funds for the support of the provincial high schools already established are now needed. Proper support will be obtained only when a certain percentage of provincial revenues is definitely set aside for the purpose of supporting the provincial schools, including farm and agricultural schools.

While there is no question but that the people of the Philippine Islands are as a whole in favor of the widest possible extension of high school education, yet there are elements which do not look with great favor upon the large number of pupils who enter the high schools. Their desire to restrict the number of high schools is in direct opposition to the desires of the people at large who are petitioning for increased secondary school privileges.

Under existing circumstances, it is believed that the policy of restricting the number of provincial high schools is wise. This Office can look forward to the time when the establishment of additional secondary schools will be desirable. Their establishment cannot take place, however, until some permanent source of revenue for their support is provided and not until a much wider extension of primary instruction than now exists is assured.

In order to meet the need of young people employed during the day, night classes in the first, second, and third years of the high school course were organized in the Manila High School at the beginning of the present school year. Not all of those who desired admittance to these classes could be accommodated, and it is anticipated that funds for a larger number of classes will be provided for the next school year.

Up to about two years ago, the only differentiation in secondary school work was offered by the normal, trade, nautical, survey-

ing, and commercial courses, each given in only one Insular school. At the beginning of the school year 1915-16, three secondary courses in agriculture were undertaken at the Central Luzon Agricultural School, five schools organized classes in the four-year normal course, and later a two-year normal course was authorized for two schools which did not have the complete secondary course. One additional school established the two-year course in 1917, so there are now eight provincial secondary schools that give normal training.

During 1917, a committee on the revision of high school courses of study carefully considered the high school courses and made valuable recommendations. It is probable that at the beginning of the school year 1918-19, a four-year course in housekeeping and household arts will be organized, and a commercial course for the third and fourth years of some high schools. Already three four-year courses in agriculture have been outlined, two years of which courses are now being given at the Central Luzon Agricultural School. The question of placing technical courses of secondary grade in other than the Philippine School of Arts and Trades is also receiving attention.

The course of study in high school English introduced during the previous school year was made more effective by the publication of a syllabus prepared by the permanent committee on high school English. A careful study of this syllabus by teachers of English will undoubtedly lead to improvement in instruction in this subject.

In addition to this syllabus, syllabi in biology and economic conditions in the Philippines have been prepared. A task for the near future is to so increase the number of syllabi as to include all subjects in the secondary course and to publish these in printed form.

Toward the end of the school year 1916-17, inquiries were made in each division concerning the intentions of secondary students who were to graduate in March, 1917. Of such students, 55 per cent stated that they intended to continue their studies, while 35 per cent intended to teach. In other words, 90 per cent of high school graduates either intended to continue their education or to enter the teaching service. There was a considerable difference between schools, the variation in the per cents of students who intended to teach being from 0 to 60, and in those who proposed to study from 30 to 88. Returns concerning graduates

Differentiation
Offered in
Secondary
School Work.

Revision of High
School Courses.

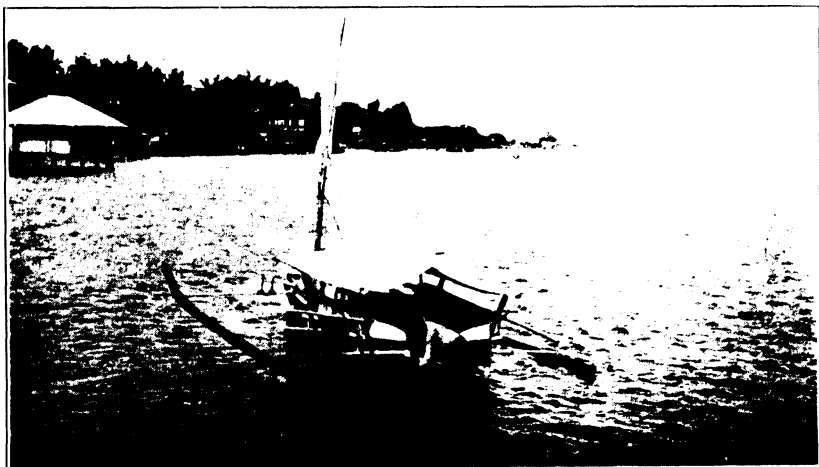
Occupation of
Secondary
Graduates.



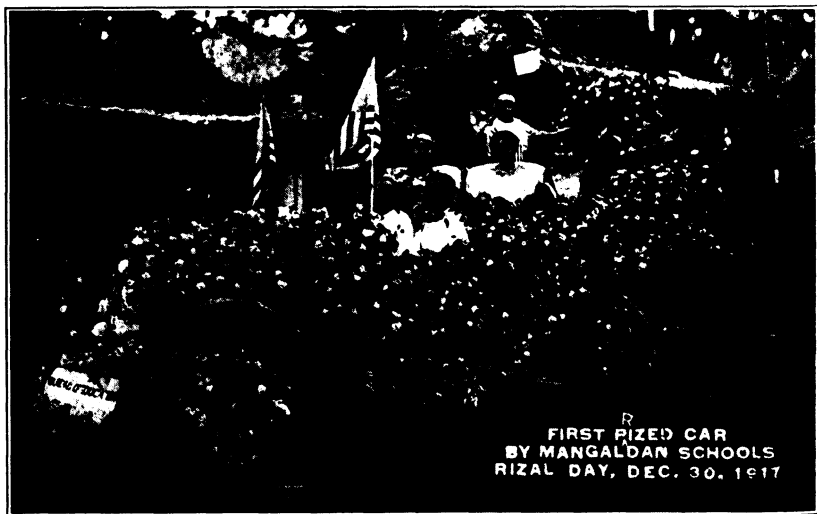
Manila school teachers in the Red Cross Parade, 1918.



School girls in the Red Cross Parade, Manila, 1918.



Vinta fitted with detachable motor. This means of transportation is used by supervising officers in Zamboanga province.



First-prize car, Mangaldan schools, Rizal Day, 1917.

from a few schools show that these expressed intentions are carried out quite fully.

In many places, supervising officers and teachers have done valuable work in advising intermediate graduates and secondary students as to the line of work which they should follow. Undoubtedly, more attention to this matter would lead to still better results. At the present time, there is an unprecedented demand for stenographers and typists, and better trained teachers are one of the vital needs of the Bureau of Education. Young men and women who are well adapted for either of these lines of work should be encouraged to enter either the Philippine Normal School or the Philippine School of Commerce as soon as they complete the first year of the high school course.

Attention to this matter by division superintendents will lead to an improvement both in the teaching and in the clerical force available in each division, and a real service will at the same time be rendered students who, as a result of wise advice, take up the kind of work for which they are especially fitted.

A comparison of the number of graduates of the Philippine Normal School and of high schools teaching in the different divisions in August, 1917, shows that not all superintendents are obtaining enough teachers of high academic and professional attainments. Excluding from consideration Manila and the Philippine Normal School, the proportion of Philippine Normal School graduates varies from 0 to 9 per cent. The same condition exists with reference to high school graduates; six divisions have none and three have over 10 per cent of their teachers secondary graduates. A stronger teaching force is needed for intermediate grades and it should be composed entirely of teachers who are at least high school or normal graduates. There is no possibility of fixing such requirements at present, but they should now be set up as ideals to work for.

At the present time, it seems advisable to hold to the policy of having secondary schools that give one or two courses of study rather than to try to establish large cosmopolitan high schools where a number of courses will be offered. Both from educational and from business standpoints, this policy seems wise; greater interest is taken in each special course given in a separate institution, and the establishment of cosmopolitan high schools under the present unsatisfactory conditions as to definite sources of school revenues for the support of secondary schools is impossible. Furthermore, there are only a few provinces where the number of pupils is sufficiently great to make the administration of a number of courses under the same management feasible.

During the past year, instructions were issued to segregate (to the extent of placing them in separate classes) boys and girls in intermediate and secondary schools where the numbers attending were sufficient to make the plan desirable. The chief purpose of this step was to make it easier to carry on the special kinds of work prescribed for the different sexes. The primary schools were not affected; and the action taken did not constitute, as it has been interpreted by some, an abandonment of co-education in the public schools.

Segregation
of Sexes.

ACADEMIC INSTRUCTION

The improvement in academic instruction was continued during the year 1917. This was especially true in the primary schools, as evidenced by the considerable increase in the percentage of promotions for each of the primary grades. This increase was largest in Grade I where the improvement was most needed.

Progress
Continued.

The progress made was due to a large number of factors whose combined influence brought about a better knowledge of the course of study and of methods of teaching.

Closer supervision of classroom instruction may be mentioned as one of the most important of these factors. The number of academic supervisors was considerably increased, the supervising districts were in some cases made smaller, and principals spent more time in supervision than ever before.

The Teachers' Vacation Assembly held at the Philippine Normal School and the division normal institutes also helped greatly in the improvement of academic instruction. During the past three years, the chief aim of the assemblies and normal institutes has been to demonstrate improved methods of instruction. During 1917, the demonstration classes of both the assembly and the institutes were effectively conducted and their influence is seen in every division. Attention was not limited to improving the methods of classroom teachers, but principals and supervising teachers followed regular courses of instruction in supervision.

Improvement
in Academic
Instruction
Brought About
Through Teachers'
Vacation Assembly
and Division
Normal Institutes.

Probably twice as much visiting of schools in other divisions was done during the past year as during any similar period previously. These visits proved one of the most satisfactory means of bettering the teaching of academic subjects.

Visits.

Another important factor was the more general introduction of the one-teacher-two-division-program plan. At the begin-

ning of the year, these programs were prescribed for every primary school. Formerly they were merely recommended, but a large proportion of the schools had definitely adopted this scheme of organization before it was made a requirement.

**One-Teacher-
Two-Division-
Program.**

These programs have been tried in some intermediate schools. It is believed, however, that division superintendents should go slow in making them effective in intermediate schools, especially in any grade above the fifth. Experiments should be tried before they are introduced generally, even in the first of the intermediate grades.

Another reason for progress in this phase of school work is the increased amount of reading of professional books and magazines which teachers are doing. Like all professions, teaching can never be perfected to a point where no further improvement is possible. In fact, the teacher who does not constantly read educational books and periodicals will fall behind rather than progress in his profession. The cultivation of a professional attitude has been furthered by the establishment of libraries of professional books and magazines in connection with superintendents' offices and provincial schools.

Better school equipment is now available than in previous years. This makes for improved efficiency in all lines of work. During 1917, the Bureau made two distributions of Insular funds for the construction of desks and other school furniture. It is also probably true that the item of school equipment was better taken care of in municipal estimates than during any previous period.

**Better
Equipment.**

The elimination of split (half day) sessions in the case of something over 26,000 primary pupils helped in the betterment of instruction in the academic subjects as well as in other school activities. Better salaries for municipal teachers were provided, and will in time lead to a more permanent, and therefore a more effective, teaching force for the primary schools.

**Elimination of
Split Sessions.**

Speaking of the primary schools, it may be stated that the methods at present employed are effective, but in some instances rather stereotyped. This condition will necessarily continue

**Present
Conditions
and Needs.**

so long as primary teachers are of comparatively low attainments and have had little or no professional training except what they have received while in the service itself. A broader education and training are needed in order to secure flexibility and a deeper insight into the aims of instruction and the reasons for the employment of certain methods. Supervisors will need to spend considerable

effort in giving the classroom teachers additional training in connection with their teaching work.

The same factors that have contributed to the progress made during the past year must continue to be emphasized in order that this progress may continue without interruption. Both the teaching and the supervising forces still need to be improved, especially in so far as ideas of the course of study and of the details of teaching methods are concerned. In some schools, it is undoubtedly true that classroom teachers know more about methods than the principal, who in turn knows more than the supervising teacher. The supervising teachers and principals must have organizing and administrative ability, but they must, in addition, know how to supervise classroom instruction.

While the progress in placing primary academic instruction upon a higher plane has been continuous, the same cannot be stated concerning intermediate and secondary instruction in all divisions. The extraordinary demands for additional intermediate and secondary classes have made it impossible in many instances to furnish teachers as adequately trained as they should be.

During the next school year, division superintendents and all supervising officers should spend considerable time in studying ways and means to be employed in bringing about improvement in intermediate and secondary instruction. Instruction in the intermediate and secondary schools has been on a higher plane than that in the primary schools, and hence the amount of improvement possible is not so great as that which is now taking place in the primary schools. Considerable improvement, however, must be made; otherwise, the intermediate and secondary schools will shortly have to yield to the primary school in the matter of efficiency of classroom instruction.

As compared with the school year 1915-16, the record made by intermediate and secondary students during 1916-17 in percentages promoted was not quite so good as that of the former year. This is not progress, but the reverse, and such a condition demands attention.

SCHOOL LIBRARIES

The significance of the campaign for the establishment of school libraries in the public schools and for spreading a knowledge of current events by means of the Philippine News Review and other publications can be adequately appreciated only when the condition of Filipino homes is kept in mind. In the great majority of these homes, there are exceedingly few books other than the textbooks

used by the children in the public schools, and the number of homes which receive a periodical giving a knowledge of current happenings is comparatively small.

Through school libraries and other school activities, pupils are being led to form the reading habit and to be concerned with what is happening in their own land and in the world at large. There is a dearth of suitable reading material in the dialects, and the Filipinos are not today a reading people. Whether they will become such or not depends upon the influence of the public schools and upon school and other libraries which are, or will be, established. One of the most important services which the public schools can perform is to help in the formation of the habit of reading books and periodicals worth while.

The progress made in this campaign is considered decidedly encouraging. There were established, during 1917, 5 new libraries in secondary schools, 54 in intermediate schools, and 274 in primary schools. The total number of school libraries at present is 1,084, an increase of 44 per cent over 1916. The number of books added to these libraries during the year was 42,006, representing an increase of 100 per cent over the number acquired in 1916.

Progress
during 1917.

In addition to increasing the number of general school libraries, progress has also been made in placing bookcases in each classroom in which are kept a few of the books most suitable for the grade, some of which contain helpful material for the use of the teacher. A suitable bookcase in each room will soon be a necessary part of standard room equipment.

An encouraging beginning has been made in the establishment of professional libraries in the schools. The number of professional magazines subscribed to by school libraries reached a total of 1,369, an increase of 104, or 8 per cent, over the preceding year. Teachers who form the habit of regularly reading literature on teaching have, it is believed, formed a habit which will have a most far-reaching influence upon their success and advancement as teachers.

The number of libraries open to people in general in the community was also increased. As must be expected, the community itself has not as yet shown any great appreciation of the community service which school libraries stand ready to offer; although there are perhaps a few exceptions to this statement. The task of the schools is not simply to provide reading material in school libraries and make it available to the people of the community, but the schools must first create a desire to read. The school

School Libraries
as Community
Libraries.

libraries which are being established and which are preparatory steps for the organization of public libraries will serve chiefly the young men and women who have left the public schools and who in them have formed the reading habit.

Copies of the Philippine News Review have been distributed twice each month in sufficient numbers to permit all intermediate and secondary pupils to read them. Numbers of this publication have also been read and explained to primary pupils. In some of the remoter municipalities, this is practically the only publication dealing with current events that comes to the town, and its educative influence is considered of the utmost significance.

It was planned to organize a reading course for teachers during 1917, but the delay in the arrival of the books ordered made a postponement until the school year 1918-19 necessary.

It is not sufficient merely to have pupils form the reading habit. They must also be led to read the proper kind of books and periodicals. Two sections of Bulletin No. 44, Libraries for Philippine Public Schools; namely, Books and Pictures for Primary Grades and Books and Pictures for Intermediate Grades, were distributed prior to 1917. And during 1917, the following sections of this bulletin were distributed:

Books and Pictures for Secondary Schools.

Supplementary List of Books for Primary and Intermediate Schools.

Supplementary List of Books for Intermediate Grades. Supplementary Reading in Geography.

These lists proved very helpful to those in the field in assisting them to make book orders for school libraries.

Many school libraries, especially those in provincial high schools, have already reached a stage of development where the services of a trained librarian are needed. Perhaps teacher-

Need of Trained
Teacher-
Librarians.

librarian should be the term used, for a knowledge of both lines of work is necessary and, in the smaller schools, the same person will both teach and act as librarian. The need of such a librarian is especially great in those schools the libraries of which are open to the community.

At the present time, very little is being done in the Philippine Islands to train librarians. In the University of the Philippines, a little is being accomplished, but so far the course has appealed

Librarians.

to very few. At the Philippine Normal School, a few special students are receiving some training in this work, but no course of study for the training of librarians has as yet been established in that institution.

The small number of those who have entered upon a course of training to prepare themselves for librarian is without doubt due to the feeling that library work does not offer an attractive career since the salary regulations for librarians are unsatisfactory. It is hoped that the salary schedule will be made sufficiently favorable to attract to this work young men and women possessing the ability which success in library work demands.

TEXTBOOKS AND PUBLICATIONS

In the beginning of the public school system, Spanish textbooks were used in part. These were soon replaced, first by Spanish translations of American texts and then by the American texts themselves. It was early recognized that texts prepared for American pupils were not suitable in many respects for Filipino pupils, and at the present time practically all primary and intermediate texts have been prepared to meet the needs of the schools of these Islands. Some secondary texts have also been written or revised to make them better adapted to Philippine high schools. Modifications to meet the needs of Filipino children are, of course, more needed for primary and intermediate than for secondary pupils. The interests of high school pupils have been broadened to a point where they are able to comprehend and enjoy texts which have not been especially adapted to Philippine conditions.

Textbooks.

From time to time, the desirability of having Philippine material for study is brought up, sometimes without taking into consideration the fact that the public school system has always proceeded upon the policy of adapting instruction to Filipino children and has from the very beginning included and taught suitable Philippine material in the courses of study. Some of those who have mentioned this matter seem to think they have discovered a new principle and a new need; whereas, in fact, the Bureau of Education has always recognized the desirability of putting into the courses of study material connected with Philippine life.

Adaptation.

One of the important aims of public instruction is to place before the pupils worthy ideals and to make such ideals active influences in their lives by the formation of habits based upon them. Considerations of both national and individual progress, however, counsel that in choosing these ideals only those be selected to which the world in general has given its approval, and there is no evidence to support the view that the Filipino people possess ideals distinct from those which have met with approval in the world at large. And if they did have such ideals, it would manifestly be to

Aims.

their advantage to discard them, since progress means keeping in the path which the world at large sanctions. Industrial, commercial, moral, and political advancement will continue only so long as the Filipino people are actuated by motives and ideals that possess validity in world affairs. Such motives and such ideals are recognized in the texts now employed.

During the year, a few supplementary reading books were distributed for use in the primary grades. This was more or less an experiment, as it was desired to decide which of the several books distributed were most suitable. A
Supplementary *History of the United States* by McLaughlin and
Texts. Van Tyne was introduced for use in secondary schools, but in a number of divisions the use of the former text was continued, since sufficient copies were still on hand.

A partial distribution of the new primary geography was made toward the end of 1917. This book is a considerable improvement over the one formerly in use. Manuscripts of new intermediate geographies were carefully examined by committees during the year and a text prepared by Mr. Hugo H. Miller and Miss Mary E. Polley adopted.

A manuscript in good manners and right conduct for intermediate grades prepared by Miss Gertrude E. McVenn was also approved. The teaching of this subject was undertaken in the primary grades several years ago, and will now be extended to the intermediate schools. The need of instruction in this subject is now generally recognized both here and elsewhere.

Manuscripts in Philippine history and Philippine government were received in October and carefully reviewed. *Philippine Civics* by Justice George A. Malcolm and *Brief History of the Philippines* by Professor Leandro Fernandez were adopted subject to revision.

The present contracts for texts expire September 30, 1918. The submission of texts and bids for supplying them has been requested for April 2, 1918.

During the year, a number of publications were printed for the Bureau of Education by the Bureau of Printing. Some of these
Publications. give information about the organization and administration of the public schools, chief of such being the Service Manual, which was republished during the year, and which gives rather complete data on all features of the Bureau of Education and its work. So many changes in the regulations of the Bureau had taken place that a
Service revision of this important book was necessary.
Manual. In this work, the field and the General Office

coöperated. Publications which give courses of study, either for the public schools or for the Teachers' Vacation Assembly and normal institutes were also issued. The following publications were printed during the year:

Reprints:

- Free-hand Drawing for Primary Grades, Grades I and II.
- Free-hand Drawing for Primary Grades, Grades III and IV.
- Housekeeping.—A Textbook for Girls in the Intermediate Schools of the Philippines.
- Manual in Woodworking for Philippine Public Schools.
- Bulletin No. 47.—Good Manners and Right Conduct.

Revisions:

- Music for Primary Grades.
- Bulletin No. 41.—Service Manual.
- English Composition.—A Manual for Use in Philippine Public Schools.
- Embroidery.—A Manual for Use in Philippine Public Schools.
- School Ground Improvements.—A Normal Institute Course for Teachers of All Grades.
- School and Home Gardening.—A Normal Institute Course for Teachers of Primary Grades.
- Intermediate Gardening.—A Normal Institute Course for Teachers of Intermediate Grades.
- Housekeeping.—A Normal Institute Course for Teachers.
- Supplementary Problems for Classes in Agriculture.
- Bulletin No. 53.—Elementary Course in Plain Sewing.

New:

- Course of Study for Intermediate Grades.
- Bulletin No. 43.—Philippine School of Arts and Trades, Catalog 1917-18.
- Hand Weaving.—A Manual for Use in Philippine Public Schools.
- Civico-Educational Lectures:
 - No. 9. Good Citizenship.—Mr. Kilmer O. Moe.
 - No. 10. Good Manners and Right Conduct.—Mr. Bertram S. Ten Hagen.
 - No. 11. Agriculture and Other Industries As Honorable Vocations.—Mr. Percy A. Hill.
 - No. 12. A Garden for Every Home.—Mr. Camilo Osias.
 - No. 13. Care and Treatment of Domestic Animals.—Mr. Camilo Osias.
 - No. 14. The Care of Children.—Dr. Sixto Y. Orosa.
- Follow-ups Nos. 5-10 for Agricultural Clubs for Filipino Boys and Girls.
- Supervision of Agricultural Activities.

In addition to the regular textbooks and to the publications made for this Bureau by the Bureau of Printing, material is from time to time planotyped or mimeographed in the General Office itself and distributed to the field. In many cases, this material is composed of courses of study which are in a more or less experimental stage.

During the year, the most important of these publications included the following:

Bulletin No. 44.—Libraries for Philippine Public Schools, Supplementary List of Books for Primary and Intermediate Grades.

Bulletin No. 44.—Libraries for Philippine Public Schools, Books and Pictures for Secondary Schools.

Bulletin No. 44.—Libraries for Philippine Public Schools, Supplementary List of Books for Intermediate Grades.

Course of Study in English for High Schools. A syllabus.

Station List of Division Superintendents of Schools and American and Insular Filipino Supervising Teachers, Principals, and Other Teachers with Special Assignments.

The Philippine Craftsman, which had for five years maintained a high standard as a publication dealing with the industrial work of the public schools, came to an end in March, 1917.

**The Philippine
Craftsman.**

It had done much to advance industrial education in the Philippine Islands, and had also been appreciated by the educational authorities of other countries in the Far East and elsewhere. The Philippine Craftsman served its purpose in making a valuable contribution to the literature on industrial instruction, and in helping lay the foundation of an effective system of industrial instruction in the public schools. Its abandonment was largely due to the necessity of exercising all possible means of economy.

The distribution of 40,000 copies of the Philippine News Review twice each month was continued. Although published by a private business firm and distributed by them, this publication

**Philippine
News Review.**

was undertaken at the suggestion of this office; and the Bureau of Education bears all expense connected with its distribution to public schools throughout the Philippine Islands. The Review contains an account of current events stated in simple language. Matters connected with the Philippines are emphasized, but important world events are also given a place. A few questions on the material of each issue serve as a help to both teachers and pupils. In many remote localities, it is practically the only source of news concerning current events.

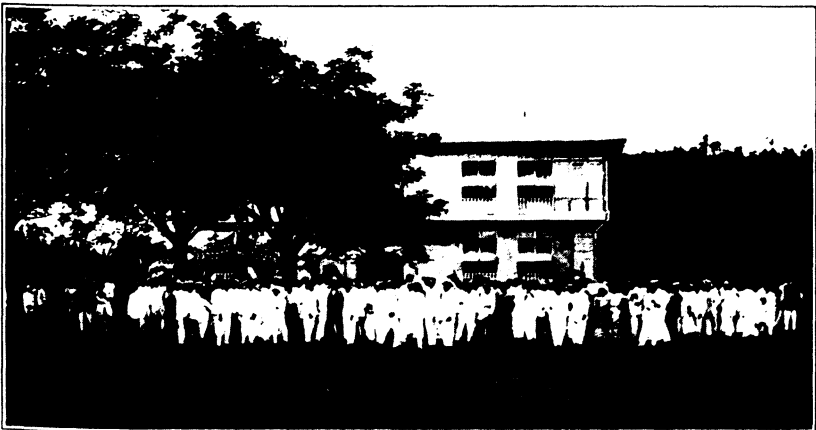
The restrictions placed upon the cost of high school annuals produced satisfactory results. Many of the souvenirs prepared by high school classes during 1917 were far more attractive

**High School
Annuals.**

than the large and pretentious annuals which they had published in previous years. These restrictions continue in force and may be considered as permanent.



Girls of the Leyte High School making a bread cooler. One of the many and varied tasks in domestic science work.



People assembled to participate in the exercises of Parents' Day, Leyte High School.



Domestic Science Building, Rosales, Pangasinan.



Puerto Galera School, Mindoro.

INDUSTRIAL INSTRUCTION

Development continued during 1917 in all lines of work—needlework, housekeeping and cooking, native handicrafts, wood-working, and ironworking. The usual emphasis was placed upon

**Continued
Progress.**

the commercial side of industrial instruction. Greater progress would have been made in advancing the Islands' export trade of handicraft articles, had sufficient transportation been available at moderate prices. The encouragement given to household industries by industrial instruction is significant. That greatest educational problem—the organization of enough public schools to accommodate every child—is also an economic problem, for educational progress is contingent upon economic development. Industrial instruction aims both to better the home life and surroundings of individuals and to promote the economic interests of the entire country.

More effective work in plain sewing was made possible by the publication of a revised edition of the bulletin on this subject.

Plain Sewing.

The preparation of more definite courses in plain sewing for each primary and intermediate grade resulted in improved instruction.

The furnishing of materials for plain sewing by the Government was encouraged. Parents provide money to buy garments more willingly than to purchase materials which the child will

**Methods of
Securing
Materials.**

later bring home in the form of finished garments. In almost every case, the pupils buy the garments which they make and thus reimburse the Government for the materials.

Cooking and housekeeping are no longer urged for all primary schools. This change in policy was decided upon because of the decreasing age and size of primary pupils and of the fact

**Cooking and
Housekeeping.**

that most primary graduates enter intermediate schools. But in intermediate schools, increased emphasis was placed upon cooking and housekeeping, and instructions were issued recommending the introduction of the course in housekeeping and household arts into all intermediate schools. A course in housekeeping and household arts for secondary schools was recommended by the committee on secondary courses of study and will probably be adopted for the next school year.

In order to make both intermediate and secondary instruction as effective as possible, the text on housekeeping is being

entirely rewritten. The revised text will include sufficient material for a four-year course in the secondary school, in addition to outlining the work for intermediate grades.

**Revision of
Housekeeping
Text.**

Bamboo-rattan furniture making benefits the homes and, wherever introduced, has proved popular. Advance made in this work during the year is shown by the fact that fifteen new

**Bamboo-Rattan
Furniture.**

designs of bamboo-rattan furniture were distributed. The making of this furniture should be extended to more schools in districts where suitable materials are available. At present, bamboo-rattan furniture is designed only for local consumption, the object being to introduce into the homes more and better furniture than that now in use.

Commercial work in trade schools was emphasized and the output for 1917 amounted to ₱212,970, an increase of ₱54,706 over 1916. This work meets pupil and community needs.

Trade Schools.

It gives pupils an opportunity to earn part of their school expenses and trains them to make things which the average community requires. During the past year, trade schools rendered valuable service in constructing school desks, more being made in 1917 than during any previous year. In order to extend the community service rendered by these schools, each institution has been requested to prepare a catalog of the standard articles which it makes. Such a catalog will not only increase the amount of orders received, but will be valuable in standardizing the output.

Most trade schools are handicapped by lack of an adequate working capital, without which these schools cannot attain the highest measure of success. Statistics show that there is a

**Operating
Capital.**

very close relation between the amount of the operating capital and the output. Without sufficient capital, it is at times impossible promptly to meet demands made upon them for manufactured articles. A number of these schools need new machinery and tools, and efforts are being made to induce provincial authorities both to purchase the needed equipment and to provide sufficient operating capital.

Plans have been completed for the introduction of a building course into several trade schools at the beginning of the school year 1918-19. This new course has been under consideration for

**Building
Course.**

several years and its introduction will further diversify the training given in trade schools.

A recent investigation shows that the average earning capacity of 495 graduates of the Philippine School of Arts and

Trades was ₱57.80 a month. About 150 of its graduates are employed as teachers and many others are employed by the Bureau of Public Works or by private construction firms. These figures indicate both the efficiency of trade school instruction and the demand for it.

**Earning
Capacity of
Students.**

For several years, considerable stress has been placed on certain handicraft industries, among whose products are included embroidery, lace, hats, mats, slippers, and baskets. Several conditions have united to encourage the development of these industries until they assume commercial importance. Instruction in handicraft industries naturally led to the production in the schools

**Household
Industries.**

Handicrafts.

of salable articles which sought a market. Many of the pupils who left school naturally desired to use their knowledge of handicraft industries in gaining a livelihood. Certain of these industries were recognized as being capable, under proper guidance, of being developed into lucrative industries.

The need of intelligent direction in the advancement of these industries and of bringing the producer into touch with the consumer led in 1914 to the establishment of the Sales Agency.

Sales Agency.

At about the same time, the School of Household Industries was organized with the object of training girls, who would later return to their homes and establish household centers for the production of handicraft articles. The Sales Agency accomplished something in establishing trade connections and in bringing the handicraft products of the Philippines to the attention of the markets of world. The School of Household Industries succeeded in training

**School of
Household
Industries.**

many expert workers. Neither agency, however, had in the field a personnel sufficient to give the work the intelligent direction necessary to success; and in a degree, the School of Household Industries simply duplicated the work done in other schools.

The Sales Agency was abolished in 1915 and the School of Household Industries in 1916. In February, 1916, was passed Act No. 2629 which established a General Sales Department

Act No. 2629.

under the control of the Director of Education and authorized establishment of provincial industrial departments. This Act made intelligent direction and supervision possible and created a local market which made possible the prompt payment of workers. Thus was successfully attacked the problem of directing and stimulating the manufacture of handicraft products.

The assumption by the Bureau of Education of the work of organizing and developing handicraft industries entailed new departures in public school work and created new problems.

Problems. It meant that the Bureau must enter the commercial field and attempt to manufacture, both in the schools and out, handicraft articles for export. It required careful study of the markets of the world. It meant that in a large measure commercial demands should dictate the particular lines of handicraft to be taught. In short, it meant that the Director of Education was to assume the role both of a pedagog and of a business man. To play this dual part successfully, he has to devise ways and means of carrying on the commercial work so as not to defeat the larger aim of the schools—the well-balanced training and developing of the child and his preparation for the fullest and highest enjoyment of life. So the attempt has been made to give each pupil such school training as will make him, within the limits of his capacities, the most efficient producing unit possible in the broad sense of producing the knowledge and skill needed by his community.

As an aid in introducing new handicrafts and in developing local handicraft industries, the workers of a community are organized into a household center under a leader who carries on all business with the provincial industrial department or, in a few cases, with the General Sales Department. By means of such centers, those who have learned the handicraft are given an opportunity to put their knowledge into practice, and many former public school pupils are now earning their living as members of such centers.

Household Centers. Two hundred fifty-four household centers, including those in existence only during the vacation period, were in operation during 1917, and 108 were still in operation under the supervision of the Bureau of Education at the end of the year. All but 43 were producers of embroidery, which industry has had a remarkable growth since the beginning of the war, as shown by the following export figures of embroidery:

Exports of embroidery for the calendar year:

| | |
|------------|--------------|
| 1914 | ₱324,912.00 |
| 1915 | 735,303.00 |
| 1916 | 2,328,024.00 |

Exports of embroidery for the twelve months, July 1 to June 30:

| | |
|---------------|--------------|
| 1915-16 | 1,236,664.00 |
| 1916-17 | 3,122,429.00 |

The rapid growth of this industry is due in a large measure to the efforts of the Bureau of Education.

Fifty centers producing baskets; 4, crochet; 1, brooms; 46, lace; and 1, hats have also been in operation; but the results in these industries have been less gratifying. Several centers produced more than one handicraft article.

In its relations with household centers, the Bureau of Education does not compete with private business. In communities where business firms are successfully operating, the lines of work

No Competition
with Private
Business.

in which they are interested are not undertaken.

Where the work of developing and directing centers has been undertaken, it is discontinued when conditions are favorable for turning the centers over to private concerns. In accordance with this policy, during 1917, all household center work in embroidery in provinces near Manila was discontinued, with the exception of a few isolated communities where the industry was not yet well established. When the workers can turn out a product satisfactory to commercial firms, an attempt is made to establish direct connection between them and some commercial house. After establishing such relations, the Bureau continues for a time to interest itself in these centers to the extent of assuring them fair treatment and a constant supply of work. In some communities where centers transfer from Government to private work, the Bureau may continue to encourage promising lines of handicraft industry that have not been commercialized.

During the past year, the schools produced handicraft products to the value of ₱172,541.06, while the household centers produced ₱23,564.35 worth. Articles to the value of ₱184,400.59 were sold through the General Sales Department and ₱11,704.82 worth were sold locally.

Output.

The high ocean freight rates considerably handicapped the work of the General Sales Department during the year. Embroidery, lace, and other small articles, the value of which, when compared with their bulk, is high, were not seriously affected by the great increase in freight rates; but this increase made it difficult to dispose of more bulky articles such as baskets and mats. Up to August, 1917, a ten-dollar-per-ton freight rate was enjoyed on certain Government steamers. But since that date, because of the excessive freight charges, it has been impossible to ship a large quantity of articles ordered by firms in the United States. Unless something can be done to secure special rates for Bureau products, plans must be changed so that only such articles as

The Market for
Handicraft
Products.

can be sold locally, or such as have a high value compared with their bulk are produced.

Because of this lack of transportation and because of the fact that practically all work handled by the General Sales Department is done in the schools where the pupils work only a few hours a week, it is impossible to make prompt delivery of orders. The inevitable delays are annoying to both parties concerned and it appears desirable that, in the future, sales be made only from stock actually on hand in the General Sales Department and that no orders whatsoever be taken for articles which must be fabricated and delivered at some future date.

**Delivery of
Orders.**

The war has directed the attention of American buyers to the Far East and, if it were not for high freight rates, the entire product of the schools and household centers could have been marketed without difficulty. The market for filet lace and crochet, especially when made of the finer threads, was strong; while bobbin lace did not sell so well. In both crochet and filet lace, the market felt competition with China and Japan. If filet lace and crochet continue to be products of this country, they must be put on the market at prices that will make possible competition with the Chinese and Japanese products which can be marketed in Manila and the United States after paying a duty of 60 per cent. As a living wage in these countries is much lower than that in the Philippines, the outlook for filet lace and crochet is none too promising. On the other hand, in the lines of embroidery now being taught in the Philippines, it is not believed that China and Japan will ever be successful competitors.

**Competition
in Lace and
Embroidery
with China
and Japan.**

The need of a bulletin on basketry which will also serve as a catalog has been felt. Such a publication, which will contain photographs of the different baskets made in the Philippines, is now in course of preparation. It is believed that this bulletin will aid materially in finding a market for the handicraft products of the schools. Plans for similar bulletins on embroidery and lace have been made.

**Basketry
Bulletin.**

Present tariff regulations are favorable to Philippine products to the extent that articles in which 80 per cent of the value is represented by work done in the Philippines are admitted free into the United States. This gives the Philippines a considerable advantage over other countries; but still more liberal provisions are

**Tariff
Regulations.**

desirable and efforts have been made by the Insular Government to secure them.

During the year, investigations were carried on to secure definite knowledge of the time cost of production of the different industrial articles made in the schools. The aim of this inquiry was to furnish data on which prices could be more consistently determined, and to decide what lines of work offer the best opportunity to gain a livelihood, and which should be considered as merely supplemental household industries—work that might be done in the homes at idle moments to supplement the income of the family. Accurate data of this sort are essential to the success of household center work. In many cases household centers have failed because of the selection of the wrong kind of work. The workers in these centers expect to earn a livelihood for themselves and, in some cases, for a family. The data on this question will be ready for the field at the beginning of the next school year.

**Time Cost
Data.**

During the year, 1,125 orders for industrial articles valued at a total of ₱313,207.61 were placed with the field. Inward orders to the value of ₱126,521.36 were taken from 132 firms. The total sales for the year amounted to ₱91,241.81.

**Wholesale
Sales.**

In order to dispose of slightly damaged and other miscellaneous articles that do not find a ready sale among wholesale buyers, a retail salesroom has been opened. During the year, sales amounted to ₱18,147.94.

**Retail
Salesroom.**

Forty Filipino traveling industrial teachers gave instruction in the various divisions during the year. A few were stationed permanently in certain divisions, while others were sent out for short periods to places where their services appeared to be most in demand. Some of these were not so highly trained as they should have been and constant effort was made to obtain better material, so that many changes in personnel were effected. The Chief of the Industrial Division visited fourteen school divisions during the year and other members of the Division made a few trips of inspection.

Supervision.

Perhaps no other phase of the educational system in the Philippines has attracted so much attention as the industrial instruction. The various Chinese and Japanese commissions that visited the Islands during 1917 manifested great interest in this phase of the work. Inquiries from educators and others interested in public school work are constantly coming in from various parts of the Far East for information concerning in-

**Interest in the
Industrial
Activities
of the Public
Schools.**

dustrial instruction and for copies of bulletins treating of this phase of the school work. Requests were received during the year from Guam for two teachers, and from the Straits Settlements for one teacher, of industrial work. Both requests were granted and it is probable that others of the same kind will be received in the future.

AGRICULTURAL EDUCATION

The participation of the Bureau of Education in the food production campaign was an important feature of the year's activities in agricultural education. Emphasis was placed upon increasing the production of food by pupils and by their relatives and friends. The public schools were an important medium for the distribution of information to adults through the activities of their children, through the distribution of pamphlets, and through the giving of civico-educational lectures on agricultural topics. The services of teachers qualified to help in the campaign for increased food production were offered to the promoters of the movement for increasing the production of food materials and were accepted. The Director of Education was a member of the Philippine Food Commission and division superintendents and teachers were members of provincial and municipal food committees. In its work of coöperation with the Bureau of Agriculture and other Government agencies, the Bureau of Education was assisted by an allotment of ₱15,000 as aid in extending the food demonstration feature of garden day celebrations.

The program in gardening for the year included an effort to double the area of school and home gardens and to at least double the production. Reports recently received indicate that

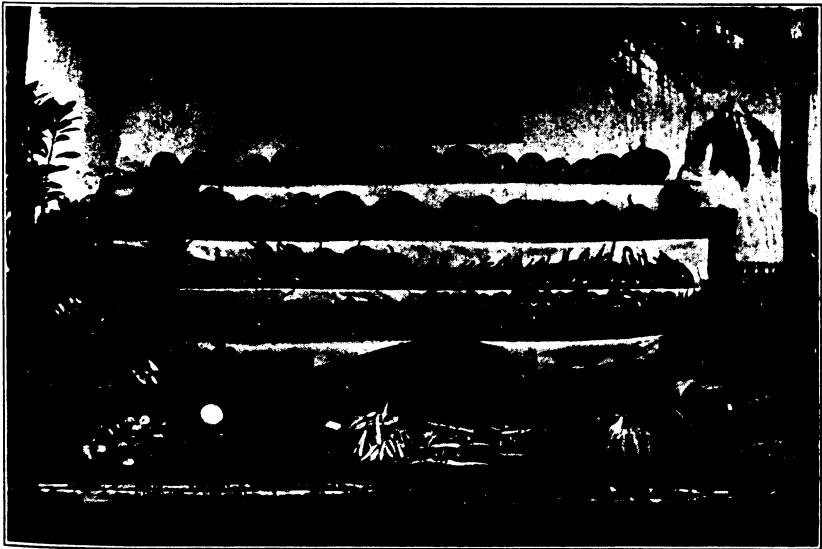
Gardening.

these results are being attained and in a number of cases surpassed. The Food Commission purchased a quantity of vegetable seeds for distribution to pupils in the public schools. Gardening instruction was made to reach the people through plant nurseries, home gardens, food demonstrations, domestic science instruction in the cooking of garden products, and agricultural clubs. Home gardens, which are cultivated under the supervision of teachers, increased in number. Stress was placed upon interesting the parents of pupils in all phases of agricultural education. Instruction in gardening in the schools has undoubtedly led the people to enjoy a more varied and a more balanced diet.

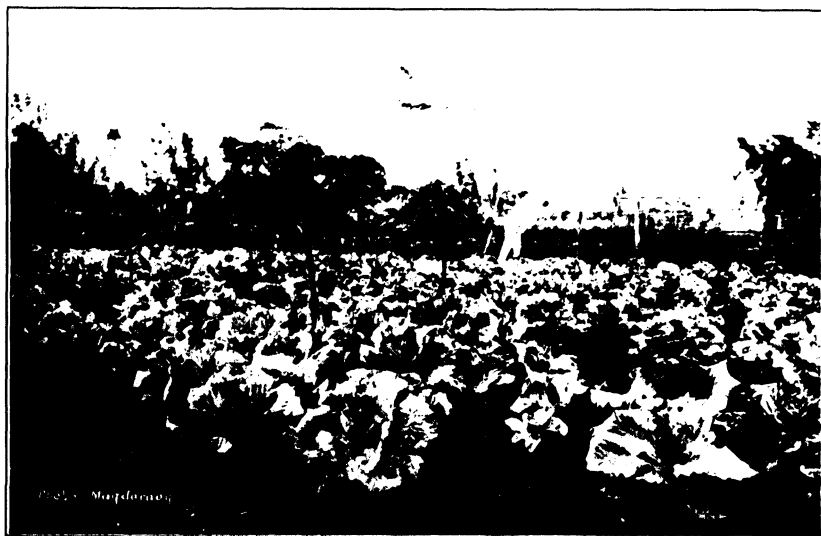
The number of schools teaching practical agriculture on model farms reached 124, an increase of 45 per cent. One hundred



Clean-up week, Cagayan, Misamis, 1917.



A vegetable booth, Garden Day, San Narciso, Zambales.



The cabbage field at the Albay Provincial High School. Four ares yielded about 1,600 heads valued at approximately ₱800. Mount Mayon in the background.



Gardeners at the San Lazaro Primary School, Manila.

fifty-seven additional hectares (400 acres) of land were placed under cultivation at schools that taught farming, making it possible for pupils to receive better instruction. The number of settlement farm schools reached 104, an increase of 65 per cent. Three new agricultural schools and one new farm school were organized. Adoption of the plan of keeping these schools open throughout the year will make instruction received in them more valuable.

Farming.

The school year 1916-17 saw the organization of agricultural clubs for boys and girls, 857 clubs being organized with an enrolment of 13,575 boys and 2,103 girls. Club projects include fruit trees, chickens, hogs, gardening, and corn growing. At the close of the school year, club members owned 31,538 chickens and 2,247 hogs. Fifty lesson leaflets known as "follow-ups" were distributed to club members and helped to make their work of value.

Agricultural Clubs.

These clubs not only aim to improve breeds of animals and of plants, to better methods of care and cultivation, and thus to increase the output of both plant and animal products, but also purpose to help make further education possible. The wealth of the Philippines lies in its fertile soil, which can be made far more productive than it is. Whatever revenues come to the public schools, their origin can generally be traced back to agriculture. The relatively undeveloped and backward state of agriculture is one of the main reasons for the inability of the school revenues to support schools for more than one half of the children of school age. It is believed that the agricultural clubs will have the same beneficial effect in the Philippines that they have had in the United States in promoting agricultural progress.

Aims of Clubs.

In addition to the civico-educational lectures on agricultural topics delivered to adults by teachers, to the holding of 1,389 garden days, many of which were of sufficient importance to be termed agricultural fairs, and to the agricultural clubs, the year's extension work was characterized by a greater amount of home supervision.

Extension Work.

Two hundred boys at Muñoz spent two months in the fields helping farmers. The plan of making the school farm the center of increased activity in taking up homesteads was developed in Mindanao, where these farms are usually located in more or less remote and uncultivated regions. The large increase in the number of settlement farm schools made it possible to reach a much greater number of non-Christian people, and resulted in the permanent settlement in the neighborhood of the farm of a considerable number of former nomads.

The rapid advance in the agricultural activities of the Bureau of Education is partly shown by the following figures:

| | 1916-17 | Increase over 1915-16. |
|-------------------------------|---------|------------------------|
| | | <i>Per cent.</i> |
| Number of— | | |
| School gardens | 3,960 | 12 |
| Home gardens | 54,655 | 13 |
| Agricultural schools | 9 | 50 |
| Farm schools | 11 | 10 |
| Settlement farm schools | 104 | 65 |
| Garden days | 1,389 | None. |
| Agricultural clubs | 857 | First year. |
| Cultivated area (hectares): | | |
| Agricultural schools | 278 | 8 |
| Farm schools | 74 | 40 |
| Settlement farm schools | 291 | 53 |
| School gardens | 724 | 15 |
| Agricultural clubs | 172 | First year. |
| Enrolment: | | |
| Agricultural schools | 1,086 | 30 |
| Farm schools | 2,035 | 38 |
| Settlement farm schools | 8,339 | 72 |
| Gardening | 72,641 | 10 |
| Home projects | 69,828 | 27 |
| Agricultural clubs | 15,678 | First year. |

While these figures indicate an encouraging development of agricultural instruction in connection with the public schools, there is no question but that there is need of increased facilities for such instruction. Especially at this time, when the world is anxious about its food supply, the rapid settlement and development of the agricultural resources of Mindanao through the medium of settlement farm schools demands attention. A provincial farm school is needed for almost every division and more large agricultural schools should be established. These and other projects for further progress in agricultural instruction depend upon the providing of additional school revenue. A permanent provincial school fund would take care of farm schools. Additional agricultural schools must also depend for their support largely upon the provincial governments.

PHYSICAL EDUCATION

Military drill was the new element introduced into physical education during the year. The chief reasons for its introduction were the offer of twenty-five thousand troops to the United States and the desirability of beginning some course of training for those students who might enlist. Another, and in the long run the important aim, was the general physical training for all high school boys that would thus be provided. Military training was introduced into the public schools as a general physical train-

ing and not as specific preparation for the activities of war. And it is recognized that the innovation is still an experiment. Whether it should be carried on in all four years of the secondary course or in only two years; whether two periods a week are enough; or whether it is better to employ more time are questions which only trial can satisfactorily answer. This training was limited to secondary students since many of the boys in the intermediate grades are too young to make military drill advisable.

Physical education for every pupil has long been the aim of the public schools, and it is believed that military drill has helped in its attainment. Some form of physical education was given during 1917 in more than 4,500 schools and to at least 95 per cent of all pupils enrolled. Calisthenics and group games furnish exercise for the great majority of the pupils. Hitherto, no attempt has been made to prescribe a definite course of study in this subject. At the present time, however, consideration is being given to outlining a course in some detail and to placing physical education upon a basis with other school subjects as to the grading and promotion of pupils.

Specialized athletics are only for the few. While more spectacular than other forms of physical education, they are in reality far less important. Nevertheless they serve a very useful purpose in stimulating a general interest in athletics, and are perhaps the only form of athletics which would appeal to those few who by nature are fitted to excel in athletic activities. During 1917, a number of new records were made. At the Carnival, the 220-yard low hurdle record was reduced to $27\frac{1}{5}$ seconds, and the distance for the broad jump increased to 21 feet, $4\frac{1}{10}$ inches. At the Northern Luzon Athletic Association meet in December, a record of 154 feet, 6 inches for the javelin throw was made, an increase of 27 feet over the previous mark. During the year, there were over 1,500 uniformed baseball teams representing the public schools. In Manila alone, there were 75 indoor baseball teams. During 1917, soccer was played in school games in Manila for the first time.

In May, 1917, the Far Eastern Games were held at Tokyo. China, Japan, and the Philippines sent 333 athletes, and 20,000 spectators witnessed some of the contests. The Philippine Islands easily showed their superiority in track and field athletics. Of the points obtained by athletes representing the Philippines, men representing the Bureau of Education scored all but one point in the track

Physical
Education.

New Records.

Far Eastern
Games.

and field events, the other point going to the University of the Philippines. Japan won the decathlon, pentathlon, tennis, the modified marathon, the bicycle, and swimming contests. China won in volley ball and football. By winning nearly all of the points in the swimming contests, Japan won the meet with 144 points. The Philippines scored 96 and China 91 points.

The playground movement which was begun in Manila about two years ago has secured a firm hold there and is spreading to other parts of the Islands. Boys' classes in woodworking

**Playground
Movement.**

often construct the equipment needed to inaugurate playground work. Through the influence of this movement, the benefits of physical education are being extended to those who do not attend the public schools. One of the important features of this movement is the training of junior playground instructors. In November, 1917, a Civil Service examination was given for such instructors, which resulted in nine women and three men qualifying. Over one half of these were teachers in the public schools.

Considered in its relation to present world activities and ideals, the physical education program of the Bureau of Education may be said to have as its main purpose the conservation and

**Development
of Human
Resources.**

development of the human resources of these Islands. Games and other athletics have not only given boys and girls better physique, but they have also provided wholesome recreation for feast days when games taught in schools often supplant more questionable forms of amusement. A sane system of physical education, such as is now carried out in the public schools, not only means greater national strength, but is a condition that fosters economic, mental, and moral progress.

THE PUBLIC SCHOOL AND THE COMMUNITY

The most significant work of the public schools is that of spreading such a knowledge of English as will make it the common language of the Archipelago. From the standpoint both

**A Common
Language.**

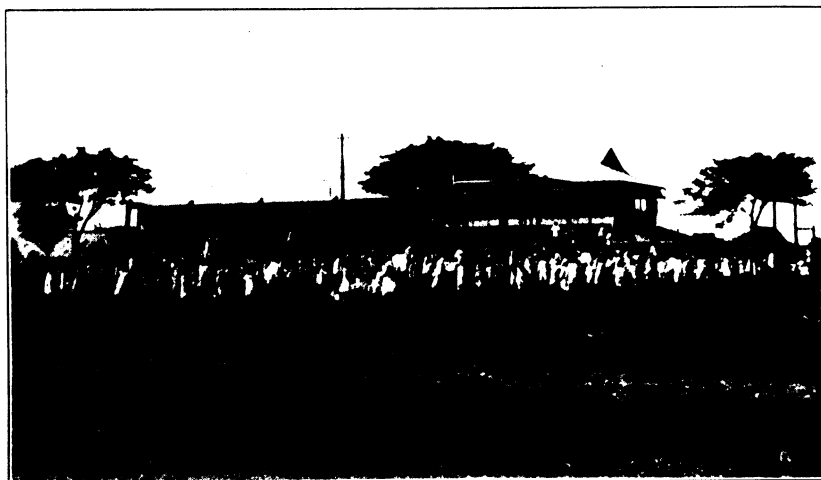
of national solidarity and of the maximum progress in commerce, industry, and science, the importance of the diffusion of English cannot be overestimated. The Filipino people cannot make for themselves the place in the world which their opportunities and abilities fit them to occupy without a common language. This does not mean, of course, that the spread of English as a common means of communication will lead to the eradication of the native dialects, which will continue to be used in the home.



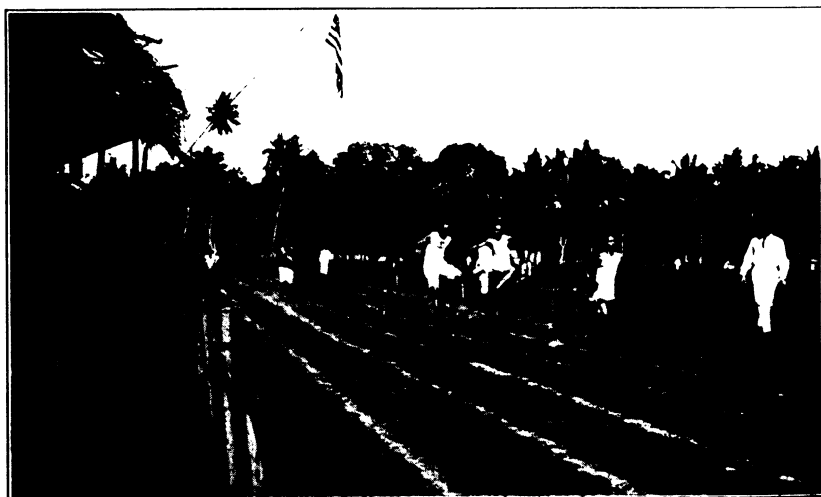
Tug of war at Normal Institute of Bohol.



Polish dance of greeting, Playground Day, Iloilo, March 26, 1917.



Playground equipment, Malabon Intermediate School and central schools. This equipment was constructed by pupils.



Low hurdles, provincial meet, Cagayan, Misamis.

Democratic government to be successful must rest upon an enlightened and effective public opinion. The schools are one of the agencies that are most efficient in leading to the development of such a mass of public opinion. They also serve an important work in aiding to develop leaders who will help both to formulate public opinion and to make it effective in Government administration.

School activities, especially industrial instruction and instruction in agriculture, are contributing factors toward increasing industrial efficiency of the country. They have led to increased incomes and to a more varied diet. They have contributed toward raising the standard of living and toward meeting the demands of the new standard. And it must be remembered that, if the resources of the Philippines are ever adequately developed by the Filipino people, their needs must be increased and they must be taught how to labor to satisfy these needs.

The effect upon the community of school instruction is especially notable in the case of some of the schools where agriculture is taught. The lives of hundreds of farmers in the region surrounding agricultural and farm schools have been affected by the activities of those institutions during the past year. They have been assisted in selecting seed and have been furnished with garden seeds, castor bean seeds, and with papaya, coffee, and other seedlings.

The schools have cultivated the habit of seeking recreation in wholesome ways and in other respects have influenced home life through the fostering of better ideals. In some places, the public school is practically the only suitable place for meetings in the community and it is widely used for social gatherings. The public schools also affect home life through civico-educational lectures, a new series of which on good citizenship, right conduct, agriculture and gardening, care of children, and treatment of domestic animals was provided during the year through the Board of Public Welfare. These were made simple enough to appeal to the average audience.

The establishment of an effective public school system has benefited the community indirectly by causing standards in private schools to be raised. In the years immediately following the organization of the public school system, private schools were started in great numbers. In the majority, material equipment was scanty and the personnel incapable. Competition with the public

schools caused many weak schools to disappear and the others to raise their standards. The regulations governing Government recognition of private educational institutions made the standard requirement for the A. B. degree thirteen years of study, instead of little more than half that period, as had been the case under the Spanish régime. During recent years, a number of strong private schools have been developed. In 1917, the Philippine Chinese Educational Association was organized and secured a large site and considerable funds for a new Anglo-Chinese school. An arrangement was also entered into whereby some measure of supervision was exercised over instruction in that school by Manila school officials.

By example and by precept, the public schools have emphasized the lesson of coöperation. On garden days, held under the auspices of the public schools, the farmer and the school boy compete

side by side for prizes for both vegetable and animal products. Arbor days see communities and schools working together in the important task of beautifying houses and streets. Clean-up week is a movement to concentrate the attention of the community, under the leadership of the public schools, upon making the community both sanitary and beautiful.

The Bureau exemplified coöperation by its relations with various other Government agencies, and this lesson is one of the most important ones to be learned. Not only must the school and community work together, but various elements and individuals in the community must learn how to coöperate successfully. Without this coöperation, it will be a long time before the commercial and industrial life of the Archipelago is controlled by its native sons.

THE SCHOOLS AND THE CONSERVATION OF HUMAN LIFE

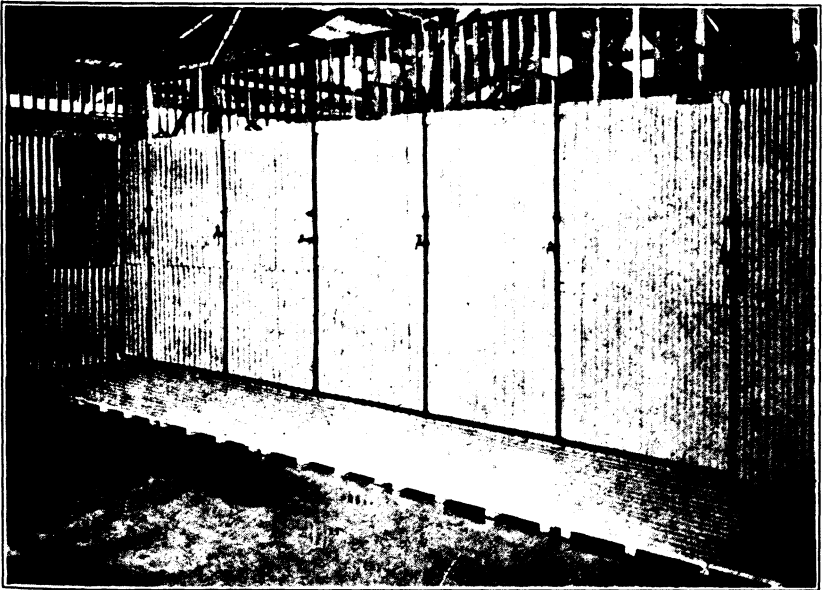
Unquestionably, never in history has the attention of the world at large been so persistently and forcibly called to the necessity of conserving human life, especially child life, as at

the present time. The human resources of any land are its most valuable resources. One of the duties of the public schools is both to preserve these resources and to make them more fully efficient.

This has been one of the aims of the public school system since its organization, and in this work it has coöperated with various other Government agencies, chief of which is the Philippine Health Service. During the past year, the schools have continued to distribute publications of the Anti-Tuberculosis



A class of girls at toothbrush drill, San Andrés Primary School, Manila.



Bathroom built by students of plumbing without supervision, Philippine School of Arts and Trades, Manila.



Albay provincial dentist at work in central school. It hurts, but pays dividends in health and attendance.



School dispensary work, Zamboanga Provincial School.

Society and have in some divisions assisted in the conduct of better baby contests.

Instruction in personal hygiene and in home and community sanitation begins in the very first year of the primary course. The aim of this instruction, both in this and in succeeding grades, is not the acquisition of a large body of knowledge, but the formation of hygienic and sanitary habits. With the teacher as a model, the pupils are instructed in how to care for their bodies and for their homes and their surroundings.

Hygiene.

As a result of this instruction, together with the program of athletics carried on in connection with the public schools, pupils are noticeably more healthy and more vigorous at the present date than they were at the beginning of the American school system in these Islands.

**Improved
Physique of
Pupils.**

The schools have been made to serve the community during epidemics. At these times, they are not closed, but are kept in operation in order that, through the pupils, the parents may be instructed concerning the right measures to take to avoid epidemic diseases such as cholera.

**Combating
Epidemics.**

On a few occasions, the schools have also been used as hospitals. In one of the latest instances of such use, the death rate of cholera cases placed in the hospital was 50 per cent, while outside it was practically 100 per cent.

Medical and dental inspection within the schools made considerable progress during the year. The Philippine Health Service was able to examine a much larger number of pupils than in previous years. In Manila, one dental and four medical clinics were conducted. Two doctors, five nurses, and one dentist treated pupils in the public schools. The number of pupils examined twice during the year was 17,401, while 9,760 were examined only once. Nurses visited 667 homes. Trachoma, which in 1916, in one school, was found in 10 per cent of the pupils, showed a decrease, and cases of dental caries decreased by 8½ per cent. At the dental clinic, made possible by the coöperation of the Board of Dental Hygiene, 1,088 treatments were given, 1,164 teeth extracted, and 3,067 fillings made. In Albay, a school dentist was employed by the province. In a few schools, toothbrush drills were organized in connection with instruction regarding the care of the teeth.

**Medical
and Dental
Inspection.**

The regular inspection of pupils by teachers in order to see that their clothing was kept reasonably neat and clean and that their bodies were not only clean, but free from ailments, has

resulted in the discovery of many minor diseases and the sending of pupils to the public dispensaries.

Without question, the most valuable work that can be done in connection with medical inspection falls to the school nurses. It is encouraging to note, therefore, that during the past year,

School Nurses. an increase was made in the number of such nurses in the city of Manila and in the provinces.

By going into the homes of pupils, these nurses can perform a service considerably more valuable than it is possible to render without close contact with the home of the pupil. The number of school nurses should be increased materially beyond the present number.

The health of school children has also been furthered by providing a better quality and a larger variety of food materials. The school garden has been more efficacious than any other agency in leading to variety in the people's diet.

School Gardens and Health. School lunches connected with every primary and intermediate school in Manila and in a number of schools in the provinces have also served the purpose of furnishing wholesome food at a moderate charge.

PUBLIC SCHOOLS FOR NON-CHRISTIANS

When two peoples possessing different grades of culture live side by side, the possibilities of friction between them are great. History shows that usually the group that has the least culture disappears unless it raises itself to the cultural level of the more advanced group, or unless the latter adopts a paternal attitude toward the former.

The policy of extending educational opportunities to the less cultured groups in the Philippine Islands is significant as affecting the ultimate cementing of all native racial stocks into a unified people. The Government has effectively taken this matter in hand, appropriating

Government Aid. ₱1,000,000 and releasing ₱744,700 for non-Christian education during 1917 in addition to the regular appropriation. This money was used largely for the development of schools in which considerable attention is given to agriculture, since the economic advancement of the less cultured groups is an important step in their general development.

The sending of over five hundred Filipino teachers from the parts of the Archipelago north of the Department of Mindanao and Sulu to that region is making the ultimate unification of all peoples of these Islands easier, and is having its effect upon the settlement of the fertile, but unoccupied, lands of Mindanao. If these lands

Christian Teachers for Non-Christian.

are to be occupied and developed by the Filipino people, they must be colonized by Filipinos from the more thickly populated portions of the Islands at an early date. In August, 1917, there were in the Department of Mindanao and Sulu 60 teachers from Pangasinan, 58 from Bohol, 55 from Union, 30 from Cebu, and 22 from each Ilocos Sur and Nueva Ecija. With only six exceptions, every province in the Philippine Islands was represented in the teaching force of the Department. The development of the pioneer spirit among the Filipino teachers and their willingness to work in isolated stations among primitive people has been a source of great satisfaction to those in charge of the Bureau.

The settlement farm school, which originated in Bukidnon and then spread to Agusan and other provinces, is undoubtedly the type of school best adapted to the needs of this section and has likewise proved the best type in other provinces of the Islands where non-Christian peoples are met with and unoccupied lands exist. Agricultural development will solve most of these peoples' economic problems for the present at least, and this type of school is the one best adapted to encourage agriculture, to cause the occupation of fertile lands, and to lead the people to form permanent settlements. The increase in the number of these schools established during the past year has been greater than in any recent period of equal length, the advance being due to the increased sum of money available for this form of education.

In the Mountain Province, conditions for agricultural education are not good. All the tillable land is occupied. The owners of the many small parcels cannot be blamed for not desiring to part with them, since they are absolutely dependent upon their lands for support. Furthermore, the land in this region is more intensively cultivated than in the Islands in general. During 1917, however, a farm school was established at Trinidad on land formerly used as an experiment station by the Bureau of Agriculture, and a complete and efficient school plant will soon be in operation.

In the Department of Mindanao and Sulu, as in other divisions composed of non-Christian inhabitants, a considerable educational development took place during 1917. The advance was due primarily, of course, to the additional funds made available. Other factors contributed to securing the best results from the expenditure of these funds. In many places, the coöperation of constabulary officers and other officials has been of great assistance. The willingness of non-Christian peoples to build schools was greater

Settlement
Farm Schools.

Agricultural
Education in
the Mountain
Province.

Progress
during 1917.

than expected, and has resulted in a more rapid organization of school privileges than would otherwise have been possible. Teachers from the northern divisions have almost without exception served faithfully and done efficient work. The allotment of ₱200,000 for the construction of a normal school plant at Zamboanga will mean the training of a larger number of teachers on the ground. A considerable increase in the number of teachers' cottages built in connection with settlement farms and other schools was made during the year. Sixty-two teachers have taken up homesteads in the Department of Mindanao and Sulu and the policy of encouraging the teachers to take up homesteads will be carried out during the coming year. Governor Carpenter has generously agreed to take down, without charge on the cutter "Mindanao," the families of teachers who take up homesteads. Those teachers will eventually leave the Bureau of Education and become influential members of the communities in which they have located, and the advantage that will accrue to the schools thereby is obvious. The teachers are encouraged to make their homesteads models for the entire community in which they are located.

The trouble which occurred among the Negrito inhabitants of Zambales and which resulted in the death of the principal of the Villár Settlement Farm School, was a setback to Negrito

Villár
Settlement
Farm School.

education, which has never been particularly successful, and which was more successful at Villár than in any other school organized for these people. Whatever may have been the cause which led this usually inoffensive people to become marauders, the school work among them in Zambales was undoubtedly injured.

Garden days, which were introduced in the Department of Mindanao and Sulu on a rather extensive scale during 1917, were favorably received by the people, and far-reaching results are anticipated. A new line of school work, experimented with during the year, was the establishment of nurseries for the growing of sea sponges.

Non-Christian education is necessarily more expensive than that for other peoples in the Islands. Many of the schools have to be boarding schools or at least have to provide a part

Cost of
Non-Christian
Education.

of the subsistence of pupils. The salaries of teachers must be higher since they have to go to remote localities where supplies are difficult to secure and living is expensive. As a rule, the number of pupils per teacher is less than in other schools. These conditions

increase the per capita cost of the education of non-Christian people, but the relatively high expenditure per pupil is justified in view of the policy of bringing all the peoples of this Archipelago into the closest possible union.

In opening up new schools among the Moros, it is the practice to send two teachers together to the place where the school is to be located. Oftentimes these two teachers have practically no pupils for the first year, which must be spent in getting acquainted with the people, learning their language, and getting school buildings erected. After the school has been started and is progressing satisfactorily, it is often possible to withdraw one teacher. In starting new schools for the pagan people, usually but one teacher is sent to a locality. This is all pioneer work, and such work always is expensive. The per capita cost of instruction for non-Christian peoples, however, is decreasing, for the number of pupils per teacher is now considerably greater than a few years ago.

A definite plan for providing permanent support for the schools of Mindanao and Sulu was undertaken during the year. The scheme involves the planting of permanent crops at each school sufficient to produce eventually an income which will be adequate for the support of the school. Up to the present time, coconuts have been the crop most widely planted, and it is planned to plant at least 4 hectares of coconuts at each school. Beginnings have also been made with coffee, and it is planned to undertake the production of maguey in some portions of the Sulu Archipelago. The planting of these permanent crops and their cultivation and care will not only produce revenue, but will also give a practical demonstration of desirable agricultural methods.

INSULAR SCHOOLS

The requirement of the completion of the first year of the secondary course for admission to the four-year courses for teachers of academic, industrial, and domestic science subjects and to the two-year course in physical education caused a slight decrease in the number of students in the Philippine Normal School. The number entering the third and fourth years of the course from secondary schools, however, greatly increased, so that the number of graduates who received their diplomas from this school in March, 1917, was considerably greater than in any previous year.

At the present time, most of the teachers who graduate from this institution become instructors in intermediate schools. A

larger number than formerly, however, are entering primary school work, where most of them will eventually become principals or supervising teachers. For the year 1918-19, a special one-year course for supervising teachers and principals is planned.

Occupation of
Graduates from
the Philippine
Normal School.

Raising the course of study to a higher standard led to the adoption of a new salary schedule for those who graduate from the new four-year courses. The entrance salary for such graduates will be ₱60 a month and they will receive a regular annual increase of ₱10 per month for two years, provided their work is satisfactory.

New Salary
Schedule.

After two years, no regular increases are scheduled but promotions will be given in accordance with demonstrated ability.

While the work of the Philippine Normal School has been efficient, yet it has been carried on under difficulties. The most important feature of a normal school plant was omitted when the present building was planned, for no practice school quarters were provided. The arrangement of utilizing one of the former city schools as a practice school is considered an improvement over previous conditions for training school work, but the distance between these institutions undoubtedly works hardship upon both teachers and pupils. A separate training school building on the Philippine Normal School grounds is an urgent need of this important institution.

Building
Needed.

It is believed that each division superintendent should take steps to encourage a number of those who have finished the first year of the secondary course and who are considered desirable material for teachers to enter the Philippine Normal School. This Office knows of no better way whereby the teaching force in the division can be improved. For the school year 1918-19, a special effort should be made to have as large a number as possible of high school graduates attend this school. The demand for teachers of comparatively high academic attainments for intermediate schools is greater than the supply. Each division should send high school graduates to this school in June, 1918, if possible.

Training
Teachers.

During the past year, the new reinforced concrete shop building and engine house at the Philippine School of Arts and Trades were completed. But the distance between the new shop buildings and those at present occupied by the academic classes makes it very inconvenient for students. Furthermore, the academic buildings are not suitable for the holding of classes, and some have been condemned

Philippine
School of Arts
and Trades.

because their use was considered dangerous. An academic building on the Trade School grounds is badly needed.

The new shop building made it possible to carry on the practical work of the courses to better advantage than in previous years. The scope of the school's work was enlarged by the establishment of night classes in plumbing, electrical wiring, and mechanical drawing. The class in electrical wiring installed the wiring system in two of the new school buildings in Manila.

**Special
Classes.**

Work to the value of ₱33,526.53 was turned out in this school during 1917. Students received ₱8,716.77 for their work. Some of those in attendance were able to pay a considerable share of their expenses with the money thus received for their labor.

Output.

The Chinese commission representing the central authorities of China took away complete plans of this school with the intention of organizing one in China in accordance with the same plan.

**Chinese
Commission.**

During the past year, the Philippine Nautical School was conducted in connection with the Philippine School of Arts and Trades. Conditions for holding classes were not satisfactory and the attendance was small. The construction of a new building has been begun upon a site purchased in Pasay and instruction will begin soon under better auspices.

**Philippine
Nautical
School.**

It is anticipated that when the new quarters are ready, the number of pupils will increase considerably. The commercial development of the Philippines at the present time is such that the increasing demand for officers on ships engaged in the inter-island shipping service can not be met by the present limited number of graduates from this school.

**Need of
Officers for
Ships.**

The Philippine School of Commerce is still in unsatisfactory rented quarters. It can never be placed upon a basis satisfactory to this office and one that will be conducive to the best class of work until a special building is erected. It is planned to place this building near the Philippine Normal School, thus forming a group of Insular schools.

**Philippine
School of
Commerce.**

Notwithstanding the unsatisfactory accommodations, the school continued to turn out stenographers, bookkeepers, and clerks that had no difficulty in obtaining positions. Due to the extraordinary demand for clerical help, especially for stenographers, it is impossible to hold a considerable proportion of pupils until they complete the full course of instruction. In order to help supply the demand

**Special
Classes.**

for office employees, summer classes were conducted. The night classes of the school were large. In these classes, instruction was given in the regular subjects, stenography and bookkeeping, and special classes were organized for those who wished to prepare for Civil Service examinations.

It is believed that the one-year course in stenography offered to high school graduates has proved one of the most efficient means of placing young men and women in positions where the remuneration is comparatively large. Several who graduated from this course within the past few years are receiving salaries of from ₱200 to ₱300 a month. For those who feel the need of entering upon some work at a comparatively early date after they are graduated from the high school, this course is recommended as being the one which will probably produce the greatest returns for the study involved.

**Course in
Stenography.**

Central Luzon Agricultural School had a successful year. Special attention was given to extension work. Neighboring farmers were actively interested in the development of an irrigation system which will eventually affect 10,000 hectares. Two hundred students worked continually for six weeks with farmers in the community selecting rice seed for the next planting. Through their efforts, approximately 2,000 cavans of hand-picked seed are now available.

**Central Luzon
Agricultural
School.**

More than 30,000 papaya plants were distributed and as many more propagated for distribution as a part of the plan to have each homesteader possess fifty or more of these plants. Two thousand collections of vegetable seeds were distributed in connection with the food production campaign; and 1,000 kilos of castor beans were distributed with the idea of introducing this product. Hogs and chickens of improved stock were distributed to many farmers.

**Distribution
of Seedlings,
Plants, and
Domestic
Animals.**

Considerably more than 100 plows were sold to farmers through the agency of the exchange store maintained in connection with the school.

**Agricultural
Implements.**

The first agricultural fair in the province was held at the school, and exhibits of animal and plant products and of agricultural machinery attracted the attention of thousands. This fair undoubtedly had a valuable influence in arousing interest in better methods of farming.

**Agricultural
Fair.**

The enrolment increased from 400 to 600, and many students who desired admission could not be accommodated. Some prov-



Well-kept grounds Formerly a rice paddy, Albay Central School.



Buildings at the San Carlos Farm School, Pangasinan.



Girls' Dormitory at Iloilo.



Blind pupils at industrial work, School for the Deaf and the Blind, Manila.

Enrolment. inces have supported scholarship students at the institution.

Students in the course for agricultural instructors served as teachers in neighboring towns and barrios and by this means
Student 1,000 pupils who would otherwise have been
Teachers. without school advantages were enabled to attend the public primary schools.

The extension work not only proved of great benefit to the farmers, but gave the students the best possible training to prepare them to act as instructors in connection with the food production campaign which is now on. There is
Extension an urgent need for men who are able to do just
Work. the kind of work for which these students have been prepared through their work with the farmers of the community.

About sixty pupils attended the School for the Deaf and the Blind during 1917. The work of this institution
School for has been carried on successfully, and several of
the Deaf and the more advanced pupils have been placed in posi-
the Blind. tions where they can render effective service to the community.

BUILDINGS AND GROUNDS

During the past year, the building program of the Bureau was carried on with great difficulty. The cost of iron and cement, the chief materials of standard plan buildings, has almost doubled
Building because of the abnormal market conditions
Program and brought about by the war; and the same is true of
High Cost of all kinds of lumber and of labor. These condi-
Materials. tions, however, have brought about no essential change in the building policy of the Bureau, as it is thought that the present abnormal conditions are temporary and that the high cost of construction is compensated by the increased prosperity of the country. Permanent buildings involve little or no recurring expense and the need of an immediate increase in school buildings is urgent enough to more than warrant their construction at relatively high cost. They also afford an excellent opportunity for investment of the surplus funds due to war prosperity.

In many cases, the prevailing high construction costs may make it advisable to construct buildings of first group timber, but no Insular aid is recommended for the construction of temporary or semipermanent buildings, nor is the expenditure encouraged of any considerable amount of local funds for the construction of school buildings
Temporary or
Semipermanent
Buildings.

that are not of permanent type. In those municipalities where a need for more school buildings is urgent and where there are no prospects of permanent buildings at a reasonable future date, approval will be given for the erection of semipermanent buildings with local funds.

In some sections of the Islands, even at the present prices, concrete costs no more or, at most, only a little more than hard-wood. The construction of semipermanent buildings with mixed materials is considered entirely inadvisable, unless local conditions are such that they can be erected at a very low cost. They are subject to the attack of insects and to the ruin caused by typhoons and, even though the cost for temporary and semipermanent construction is less than that for concrete, cost should not be the sole consideration. The effect of a concrete school building in a community is one that cannot be overlooked. The sense of permanency which it lends not only to the public schools, but also to the entire community, is invaluable. The demoralization of the school spirit of the community that results from the destruction of the school building very often causes a setback in education that requires several years of extremely hard work on the part of the school officials to overcome.

During the past year, a larger amount was made available for school buildings than in any previous year, due to the fact that approximately ₱500,000 of the funds appropriated by Act No.

Act No. 2531. 2531 were released during the year for building construction. As these funds were used, however,

in the non-Christian communities, where school buildings have not heretofore existed and where, on account of isolation, semipermanent structures must be resorted to, the effect upon the Insular school building program is not so great as if this money had been devoted to buildings in the Christian provinces. For school buildings in the Christian provinces, the sum of ₱417,500 was released. This was distributed as follows:

| | |
|---|----------------|
| Aid for provincial schools..... | ₱62,000 |
| Aid for barrio, central, and intermediate schools..... | 240,500 |
| Philippine Nautical School, site and buildings..... | 60,000 |
| Buildings, Central Luzon Agricultural School..... | 20,000 |
| Improvements, Insular school site..... | 15,000 |
| Irrigation system, Central Luzon Agricultural School..... | 20,000 |
| Total | 417,500 |

During the year, there were completed and accepted a total of 112 buildings classified as follows:

| | |
|----------------------|-----|
| Concrete | 11 |
| Mixed-material | 17 |
| Temporary | 84 |
| Total | 112 |

Among the larger concrete buildings completed were the two Pasig type 20-room buildings built in the city of Manila; the provincial high school building at Tagbilaran, Bohol, also of the

Pasig type; and the central school building at Kawit, Cavite. The shop building of the Philippine School of Arts and Trades, which is not included in the above figures, was also completed and accepted.

It is noteworthy that, of the 112 buildings completed and accepted, 98 were constructed without Insular assistance. These buildings are classified as follows: Concrete, 2; mixed-material,

12; temporary, 84. The provinces of the Department of Mindanao and Sulu constructed 44 of these buildings, 4 being mixed-material and 40 temporary. Batangas constructed 3 mixed-material and 4 temporary buildings; Bulacan, 2 mixed-material and 6 temporary; Pangasinan, 9 temporary buildings.

During the year, there were authorized 32 concrete buildings, 4 mixed-material buildings with iron roofs, one temporary domestic science building with an iron roof, and 11 temporary buildings of light materials.

At the present time, there are 840 buildings classed as permanent, including standard plan, reconstruction, and special projects. Six hundred seventy-seven buildings are of mixed materials, while 1,184 are of temporary or provisional

type. Of the 4,744 schools in operation, a total of 2,701 have their own school buildings. There are among the buildings classified as permanent 448 buildings containing 2,273 rooms constructed according to the standard plans of the Bureau of Education, commonly known as the Gabaldon school buildings.

A number of buildings under construction are worthy of note. An adequate site for the Philippine Nautical School was secured on the bay front in Pasay, and the building will probably

be finished in June. The girls' dormitory at the Baguio Industrial School is being constructed according to plans furnished by the office of the

Consulting Architect and will be ready for occupancy by April 1, 1918. Plans for the construction of a ₱150,000 high school at Iloilo are being made by the Consulting Architect. This is being designed in three units and when built will be the most

complete high school plant in the Islands. The Trinidad Farm School is growing rapidly and the building program is well under way. The Zamboanga Normal School is under construction and will cost approximately ₱300,000.

The most noteworthy building program for the year was that undertaken by the city of Manila. Two modern 20-room school buildings of the Pasig type were completed and occupied during

Manila.

the month of October, the Rizal School located in Tondo and the Lincoln School in Sampaloc. Construction has already been started on two other similar buildings, which will be ready for occupancy for the next school year. Provision is being made for the construction of at least two additional primary, two intermediate, and a high school building during the fiscal year 1918. In case this program is continued, the school housing problem of the city of Manila, which has always been very unsatisfactory, will be solved; and Manila will be provided with satisfactory school buildings for the present and future generations, besides effecting a saving of approximately ₱70,000 a year in rentals.

The plans for a memorial for the American teachers who have died in the service have been prepared by the Consulting Architect, and the memorial, consisting of a crypt and monument of

**American
Teachers'
Memorial**

reinforced concrete, is in process of construction at Cementerio del Norte. This work is being done from funds subscribed by American teachers.

The acquisition of adequate school sites has been steadily continued during the past year. The reclassification of sites made in 1916 has proved very satisfactory and has been continued in

Sites.

force. There are now 2,824 sites. 1,133 central and barrio sites are classified as first class; 530, as second class; and 1,081, as third class. In addition to these, 80 sites are classified as provincial and Insular. The total increase in sites during the past year was 196, classified as follows: first class, 129; second class, 28; and third class, 39, of which 150 were barrio and 46 central school sites. Part of this increase is due to the inclusion of data for the Department of Mindanao and Sulu.

As during previous years, emphasis has been placed upon the improvement of school sites and the providing of adequate toilet facilities. By Act No. 2704, the Legislature appropriated the

**Improvement
of Sites.**

sum of ₱15,000 for the filling and leveling of the sites upon which are located the Philippine Normal School, Normal Hall, and the Philippine School of Arts and Trades. This work is practically finished; the grounds are now in a sanitary condition, athletic fields are

provided, and the beautification of all the premises made possible. The filling of the low central school site at Iloilo by the Insular dredge solved a very difficult site problem with which Iloilo contended for a number of years.

FINANCIAL SUPPORT OF THE PUBLIC SCHOOLS

The Insular funds appropriated for the fiscal year 1917 amounted to ₱5,202,528.16 which, together with balance of ₱748,104.20 brought forward from the previous year, made available for education from Insular sources a total of ₱5,950,632.36. Appropriations for direct disbursement by the Director of Education amounting to ₱4,553,245.16 were made by the following laws: Act No. 2672, Bureau of Education current appropriation, ₱4,100,020; Act No. 357, restoration of losses on sales, ₱10,304.43; Act No. 2693, aid for schools on friar land estates, ₱25,000; Resolution No. 40, Emergency Board, public works, ₱2,500; Act No. 2704, public works, ₱415,000; and receipts from Act No. 2029, barrio school houses, automatically reappropriated, ₱420.73. For disbursement by local provincial treasurers, appropriations totaling ₱649,283 were made as follows: Act No. 2672, aid for non-Christian schools, Surigao, ₱11,433; Act No. 2673, schools for the Department of Mindanao and Sulu, ₱604,300; Act No. 2686, schools in the Mountain Province and Nueva Vizcaya, ₱33,550. Balances brought forward from appropriations of previous years totaled ₱748,104.20, derived as follows: From Act No. 2029, ₱241.84; from Act No. 2531, ₱744,700; from Act No. 2583, ₱3,162.36.

The total expenditures from funds disbursed by the Director of Education amounted to ₱5,250,576.26 (gross); ₱5,176,788.42 (net); the balances carried forward, to ₱50,773.10; and the reversions of income, to ₱73,787.84.

Expenditures under Act No. 2672, Bureau of Education current appropriation, amounted to ₱61,469.25 for equipment; ₱2,549,297.61 for salaries and wages; ₱482,273.56 for purchase of supplies; ₱617,745 as Insular aid to provincial and municipal governments; ₱393,508.26 for miscellaneous current expenses—a total of ₱4,104,293.68. The unexpended balance of ₱6,030.75 was forwarded to the fiscal year 1918. Income in the amount of ₱73,787.84 was reverted to the Insular Treasury, making the total net expenditures from the current appropriation ₱4,030,505.84.

Transfers of aid to provinces and municipalities for school purposes under the provisions of Acts Nos. 2531 and 2693. 2531 and 2693 amounted to ₱744,700.

Insular Approp-
riations and
Expenditures.

Act No. 2672.

Acts Nos. 2531
and 2693.

For public works under Emergency Board Resolution No. 40, from Act No. 2704, and from the balances carried forward from 1916 by Acts Nos. 2029, 2531, and 2583, the sum of ₱401,582.58 was expended to provide for school buildings as follows: ₱62,000 as aid for provincial schools; ₱241,162.57 as aid for barrio, central, and intermediate schools; ₱25,000 for buildings at the Baguio Industrial School; ₱22,394.12 for buildings at the Central Luzon Agricultural School; ₱19,662.74 for an irrigation system at the Central Luzon Agricultural School; ₱9,449.57 for improvement of the Insular school site, Manila; and ₱21,913.58 for the Philippine Nautical School site and building. From Act No. 2704, a balance of ₱44,742.35 was carried forward to the fiscal year 1918, for the following purposes: Improvement of Insular school site, Manila, ₱5,550.43; buildings, Central Luzon Agricultural School, ₱768.24; irrigation system, Central Luzon Agricultural School, ₱337.26; Philippine Nautical School site and building, ₱38,086.42.

The total expenditures from funds disbursed by provincial treasurers under the provisions of Acts Nos. 2672, 2673, and 2686 amounted to ₱649,283. These funds were used to supplement local revenues for schools in the provinces of the Department of Mindanao and Sulu, in the Mountain Province, and in the provinces of Surigao and Nueva Vizcaya.

Due to the impossibility of securing accurate statistics on school expenditures for the fiscal year 1917 from all the provinces and municipalities in time for inclusion in this report, the following exact figures for the 1916 expenditures are used.

Provincial Appropriations and Expenditures.

The total provincial expenditures amounted to ₱463,843.76, representing 6 per cent of the total provincial revenues. These appropriations were made mainly for the construction, rental, and maintenance of provincial high, farm, and trade school buildings. For the regularly and specially organized provinces, exclusive of the five provinces of the Department of Mindanao and Sulu which were formerly called the Moro Province, these expenditures amounted to ₱255,160.75. For the Department of Mindanao and Sulu, the sum of ₱208,683.01 was expended. The expenditures for schools in the provinces of the Department of Mindanao and Sulu are largely made from Insular funds appropriated by the Insular Government.

During 1916, the sum of ₱2,394,787.79 was expended from municipal school funds. Of this amount, ₱2,345,128.71 was ex-

pended in the regularly and specially organized provinces and

| | |
|--|--|
| Municipal School Revenues and Expenditures. | ₱49,659.08 in the five provinces of the Department of Mindanao and Sulu which were formerly called the Moro Province. These figures, however, take no account of voluntary contributions amounting to ₱478,802.61 made for schools by private individuals. The voluntary contributions consisted of money, materials, land, and labor, and were devoted to the following purposes: Salaries, ₱131,966.15 ; buildings and grounds, ₱146,512.97 ; libraries, athletics, and miscellaneous, ₱145,432.21 . Voluntary contributions are collected for specific schools and may be taken up only with the prior approval of the Governor-General. |
|--|--|

The total expenditures for public instruction—Insular, provincial, municipal, and voluntary—amounted to **₱8,514,222.58**, a per capita cost, based on the 1903 census, of **₱1.06**.

The financial problem of the Bureau of Education is at present, and has been for the past five years, one of providing more and better schools with the same or with slightly increased revenues,—more schools to care for the rapidly increasing enrolment, especially in the intermediate and secondary schools, and schools better in plant, equipment, and personnel to meet the desire

of the Government and of the people to have the Philippine public schools maintain the high place which they have won for themselves in the educational world. This problem may best be understood by a review of school and financial statistics during the period from 1912 to 1916, and from a statement of present school conditions. Reference should be made to the graph on page 76 which clearly shows these relations. For these five years, the total school expenditures from all sources amounted to **₱39,293,912.89**, of which amount **₱25,721,012.99** was Insular; **₱2,043,242.54**, provincial; and **₱11,529,657.36**, municipal. The Insular funds consisted of **₱22,867,060.71** for administration and instruction and **₱2,853,952.28** for permanent improvements. During the same period, the total revenues of the Government amounted to **₱244,906,805.15**, which was derived from the following sources: Insular, **₱150,469,222.88**; provincial, **₱35,567,656.92**; municipal, **₱58,869,925.35**. It will be noted that for school purposes the Insular Government has expended 17.1 per cent of its revenues; the provinces, 5.7 per cent of their revenues; and the municipalities, 19.6 per cent of the revenues during this period. The revenues of the Government for the past three years have increased on the average of **₱7,000,000** per year, while the expenditures for schools have

shown an increase of but ₱225,000 per year. Meanwhile, annual school enrolment has been constantly increasing.

The lack of school revenues has brought about the following conditions:

1. Out of the school population of approximately 1,200,000 children, scarcely more than 600,000 are receiving free elementary instruction.

2. Of the 11,464 municipal teachers, 7,270 receive less than ₱25 per month salary. Of these 7,270 teachers, 1,421 receive less than ₱20 per month. These teachers should receive as a minimum ₱25 per month.

3. Only one half of the municipalities provide for even the fifth grade of the intermediate course. Over 420 intermediate schools depend very largely on tuition fees for their maintenance. Without this aid, most of these schools would be compelled to close, as the regular school income scarcely provides for even the limited free primary instruction now offered.

4. Thousands of pupils attending schools are unprovided with suitable school desks and the schools lack other kinds of school furniture.

5. Only one fourth of the provinces have attempted the establishment of provincial agricultural or farm schools and most of these lack buildings and equipment. Twenty-five provinces are still without complete four year high schools.

6. Of 4,538 schools in operation in 1916, only 759 were conducted in buildings of a permanent type of construction and the capacity of these is being rapidly outgrown.

These facts clearly indicate that the insufficiency of school revenues threatens to cause a cessation in the extension of the public school system and a decline in its efficiency. Unless additional school funds are provided, it is rather hard to see what the schools are to do in the immediate future, as it is clearly shown that the current revenues do not properly provide for the present annual maintenance, to say nothing of the normal expansion which must be anticipated. More serious cramping and crowding and the employment of more low salaried and inexperienced teachers with little or no professional training must be the inevitable result if any attempt is made to meet the demands for increased school facilities.

The remedy for these conditions is legislation. The additional funds may come from each of the three regular sources—Insular, provincial, and municipal. The Insular Government should make available for provincial and municipal purposes a larger percentage of the internal revenue collections and the provinces and municipalities should

**Insufficiency
of Revenues.**

Remedy.

be permitted to increase the cedula and the land taxes for schools.

In spite of the exceedingly rapid increase in the amount of internal revenue collected during the last three years, the distribution to provinces and municipalities is still made on the basis of 1903 census figures and is limited to the amount of 1909 revenue collections. That the Administrative Code should be amended so as to revise the basis of distribution would seem to be a matter of justice and sound public policy.

Change in
Distribution
of Internal
Revenue.

The present tax rates authorized by the Legislature prohibit the people of the provinces and municipalities from providing their share of the necessary school expenses. In the provinces, the development of high, trade, and farm schools is greatly deterred by the fact that there is no regular source of income provided upon which school officials may base a reasonable program of expansion. In the municipalities, the fact that schools are kept running on their present basis in practically every municipality only through generous transfers from general funds, through voluntary contributions from private individuals, and through the collection of tuition fees should leave no question as to the need for an increase in revenues for the school fund.

Increased
Taxation.

In view of the very great improvement of local economic conditions, it is evident that provinces and municipalities should be able, through increased taxation, to provide for a material increase in expenditures for school purposes. That the people are more than willing to pay increased taxes for schools is shown by the fact that the large increase in intermediate and secondary instruction and the continued success of the school building program has been largely due to the voluntary contributions made by private individuals. In addition to this concrete evidence of their desire to provide properly for the education of their children, numerous petitions have been sent by municipal councils to the Legislature and to this Office requesting authority to increase school taxes. Municipal councils should not be deprived by law of the opportunity to furnish free primary schools for all, as is now the case.

During each of the last five years, upon the recommendation of the Director of Education, bills have been presented to the Legislature providing for legislation to increase taxes for school purposes. These proposed laws have, for various reasons, failed of passage in one or in both houses. During the present year, three bills were introduced. Two of these bills provided for increased taxation, the one permitting both provinces and

municipalities to increase the cedula tax by the amount of 50 centavos and creating a provincial school fund, the other amending the land tax laws so as to provide an additional $\frac{1}{8}$ and $\frac{1}{4}$ of one per cent respectively for the school fund of the provinces and municipalities levying the tax. The third bill proposed to amend certain sections of the Administrative Code in order to provide a new basis for the distribution of the internal revenue collections to provinces and municipalities. It would have created a provincial school fund, would have made available 5 per cent of the internal revenue allotment for this fund, and would have increased the allotment from this source to the municipal school fund in the amount of 10 per cent. It further provided that the provincial and municipal allotments should be distributed on the basis of collections for current fiscal years, rather than as formerly on the amount allotted in 1909. Considerable publicity was given these bills, but all failed of passage by the Legislature.

In addition to the above plans which provide for revenues for current expenses, the matter of granting to provinces and municipalities permission to finance permanent school buildings by means of taxes imposed for particular projects should receive consideration. Such permission would make available a larger proportion of the present municipal school revenues for current expenses and would do away with the present anomaly of constructing school buildings out of funds which should be used to pay better salaries to municipal teachers.

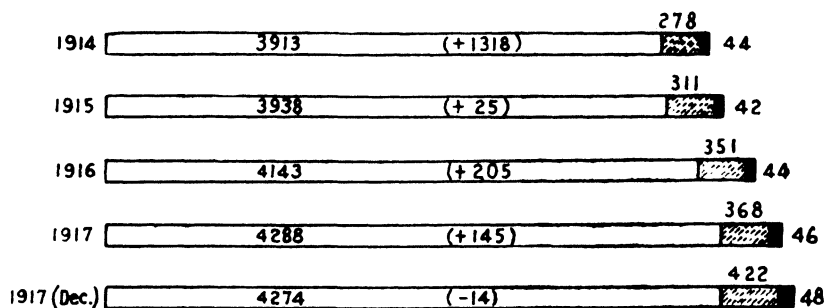
As the Legislature failed to take action which would alleviate the present conditions by permitting school revenues to keep pace with the steadily increasing demands upon them, the financial recommendations of a year ago are renewed and it is strongly urged that revenue and tax legislation similar to the bills above mentioned, copies of which are given on page 89 of the Appendix, be enacted.

Respectfully submitted.

W. W. MARQUARDT,
Director of Education.

PROGRESS AND PROBLEMS

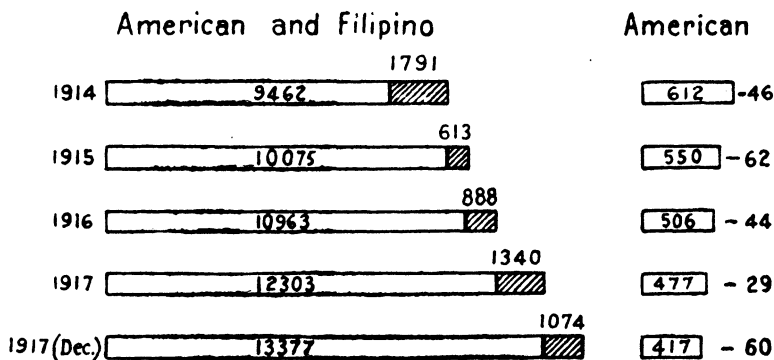
NUMBER OF SCHOOLS (March)



□ Primary ▨ Intermediate ■ Secondary

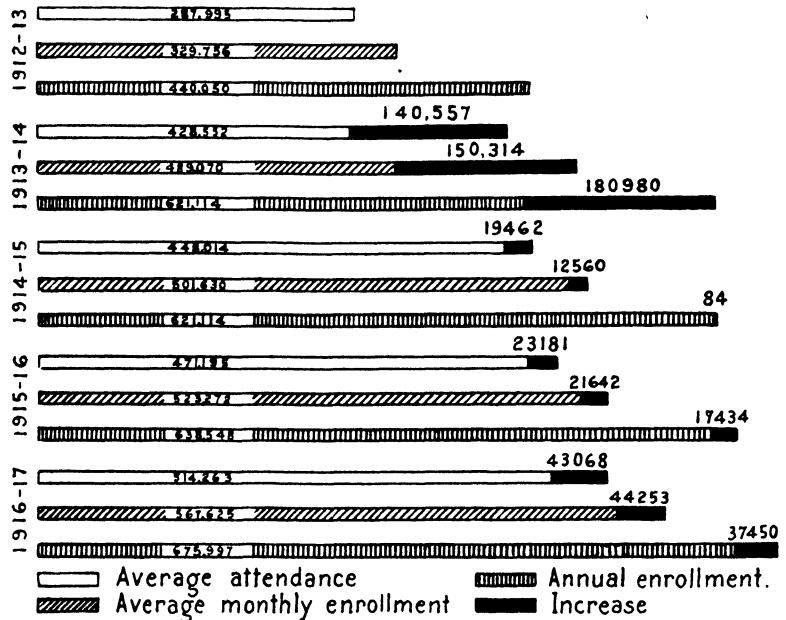
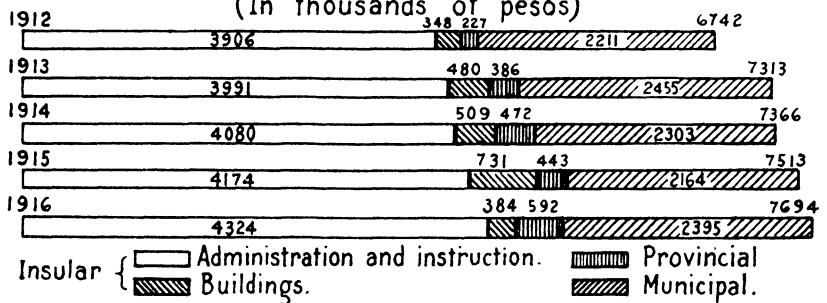
(+1318) = Increase over previous year

NUMBER OF TEACHERS (March)



▨ Increase over previous year

NUMBER OF PUPILS

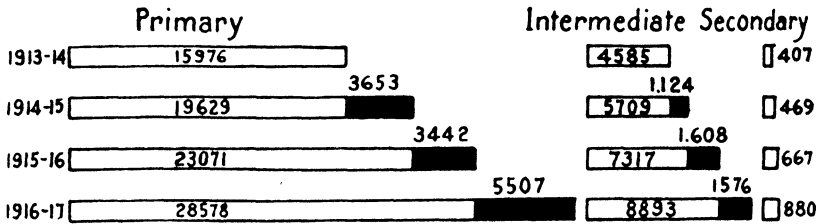
EXPENDITURES FOR EDUCATION
(In thousands of pesos)

Progress: Increasing appreciation of education.

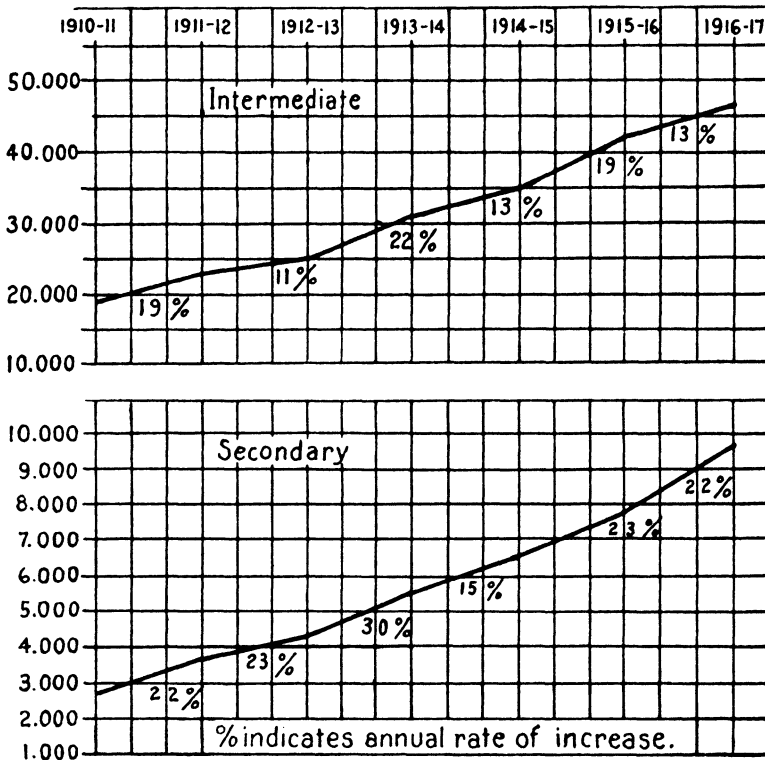
Growth of the public school system.

Problem: To obtain additional sources of school funds to meet the growth of demand for educational opportunities.

NUMBER OF GRADUATES



AVERAGE DAILY ATTENDANCE



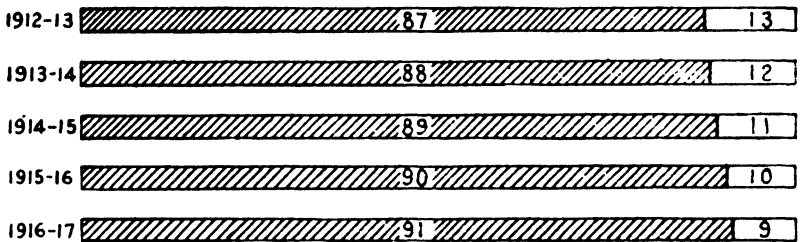
Progress: More graduates. Increasing demand for other than primary education.

Problem: How to obtain regular sources of support and qualified teachers for intermediate and secondary schools:

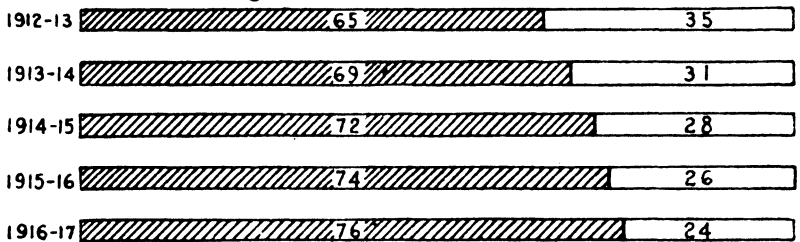
PERCENTAGES OF ATTENDANCE

 = Percent absent.


Basis: $\text{Average Attendance} \div \text{Average Monthly Enrollment}$

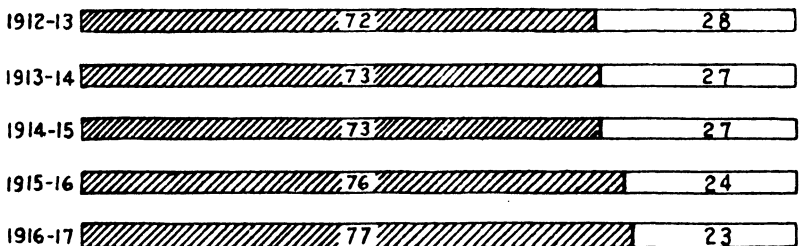


Basis: $\text{Average Attendance} \div \text{Total Annual Enrollment}$



PERCENTAGES OF PUPILS HELD IN SCHOOL THROUGHOUT THE YEAR

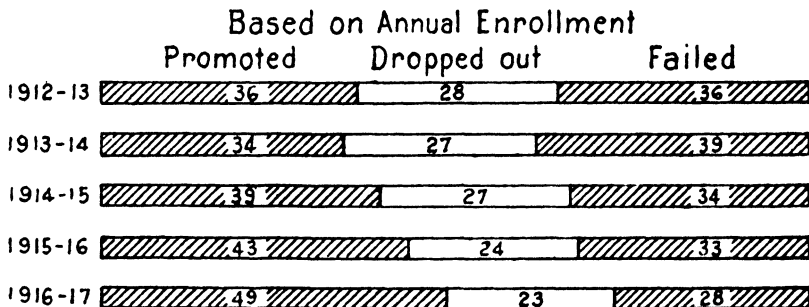
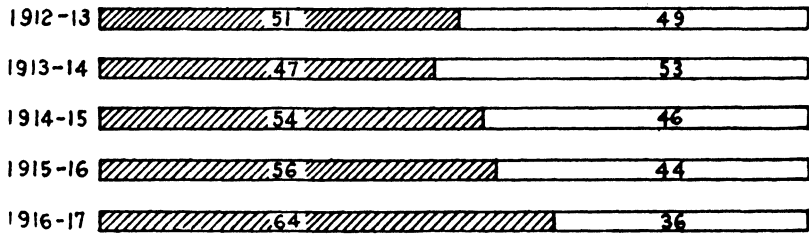
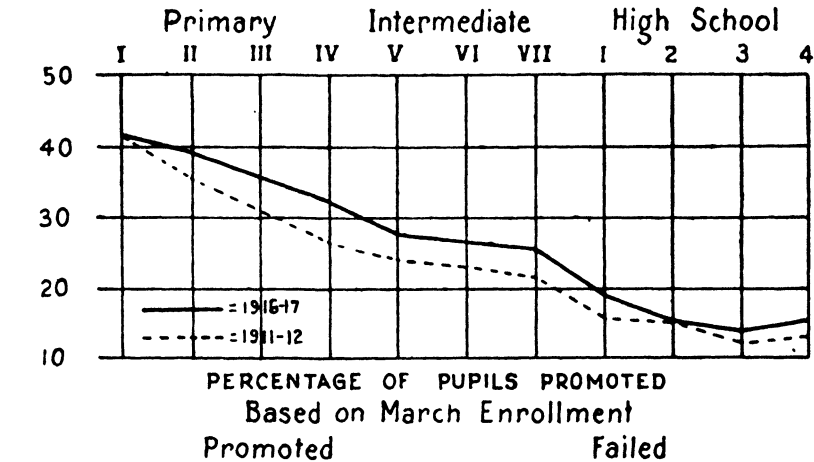
 = Percent dropped



Progress: Improvement in holding pupils and maintaining regular attendance.

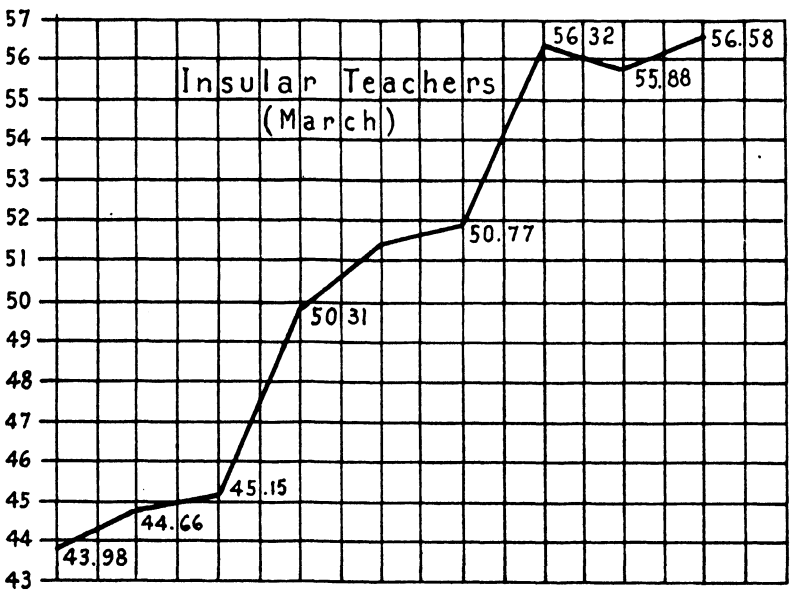
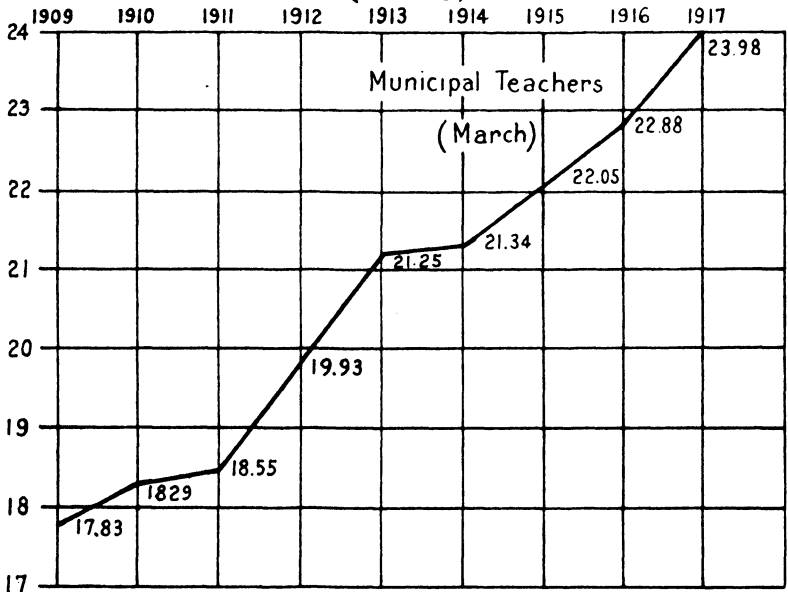
Problem: How to get, without compulsory attendance, at least 85 instead of 76 out of each 100 pupils enrolled during the year to attend school every day.

PERCENTAGE OF PUPILS IN EACH GRADE WHO ARE GIRLS
(March)



Progress. Some gain in holding girls in school for a longer period. School work more effective. Problem. Development of sentiment for longer period of education for girls. Further improvement in rate of promotion

AVERAGE SALARIES OF FILIPINO TEACHERS (PESOS)



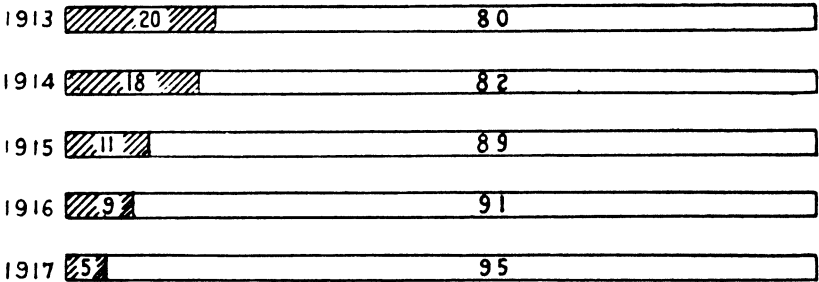
Progress: Increase in salaries, especially the recent increase in municipal teachers' salaries.

Problem: How to obtain funds to provide for further increase.

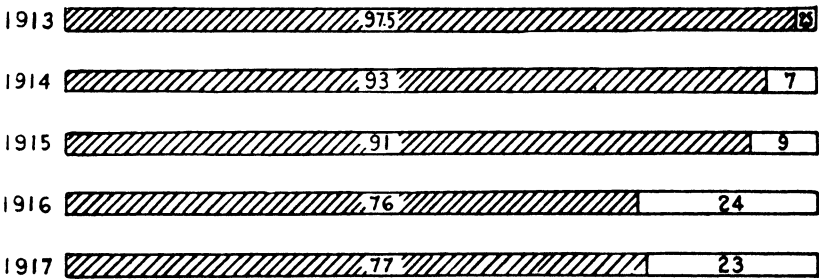
PERCENTAGE OF TEACHERS IN DIFFERENT KINDS
OF WORK
(March)

 Americans  Filipinos

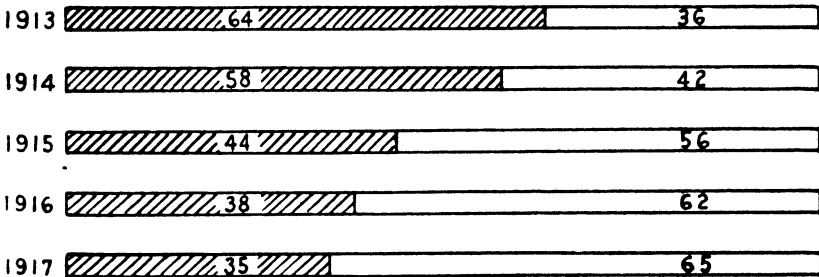
Intermediate Teachers





Secondary Teachers

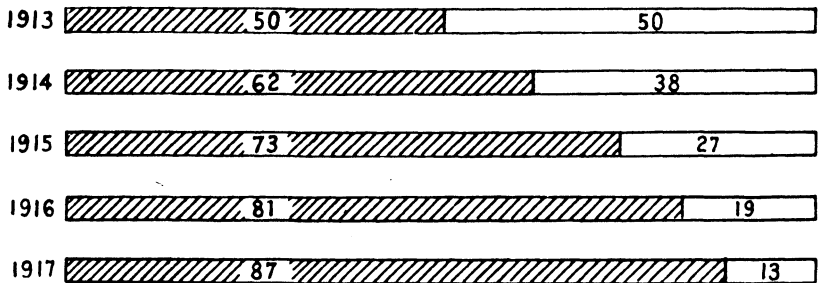


Supervisors

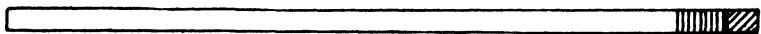






PERCENTAGE OF FILIPINO TEACHERS OF FIRST YEAR
SECONDARY ATTAINMENTS OR BETTER
(March)

 First year or better;  Below first year.



FILIPINO TEACHERS OF HIGHER ATTAINMENTS

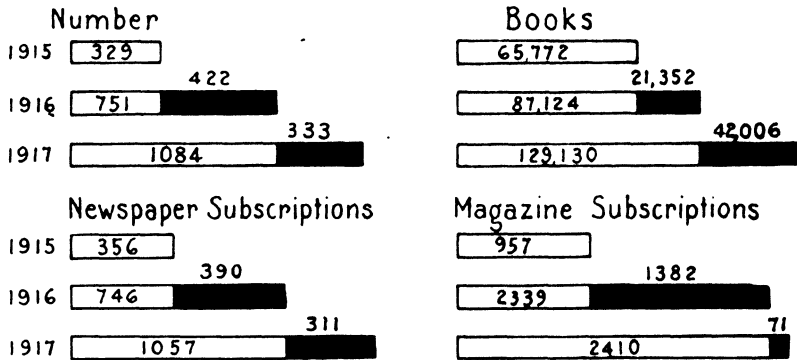


-  Two years of college or more
-  Philippine Normal School Graduates
-  High School Graduates
-  Others

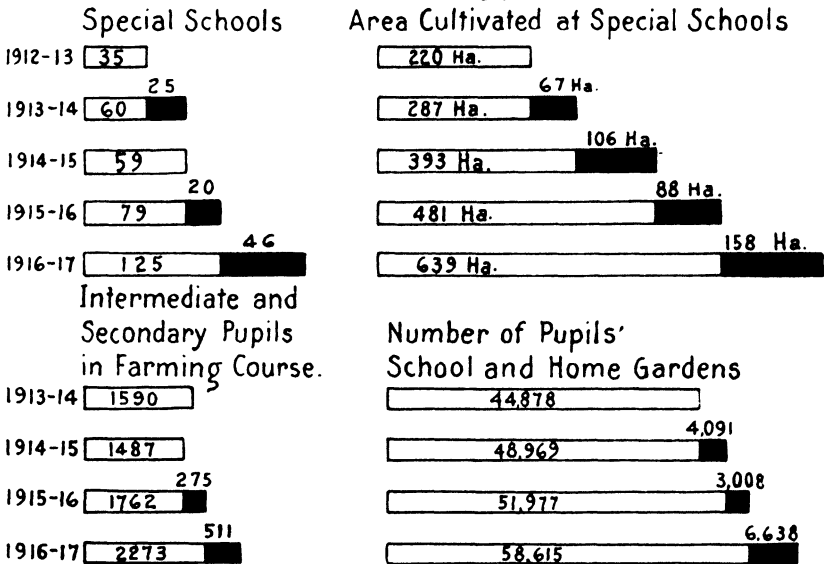
Progress: Filipinos better trained and given greater responsibility.

Problem: How to secure an adequate supply of satisfactory teachers for the rapidly increasing intermediate and secondary enrollment..

SCHOOL LIBRARIES (December)



AGRICULTURAL EDUCATION



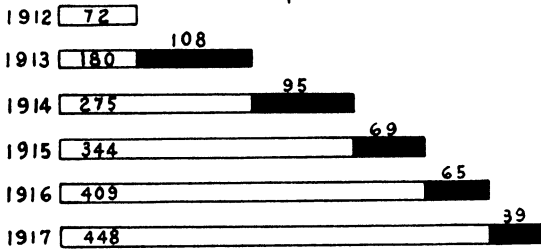
Progress: Rapid increase in school libraries.

Development of agricultural activities of public schools.

Problem: To continue the emphasis upon libraries and to secure more funds for agricultural education.

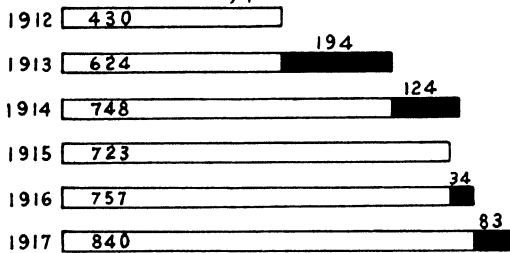
PERMANENT SCHOOL BUILDINGS COMPLETED

Standard-plan Reinforced Concrete



■ = increase over previous year

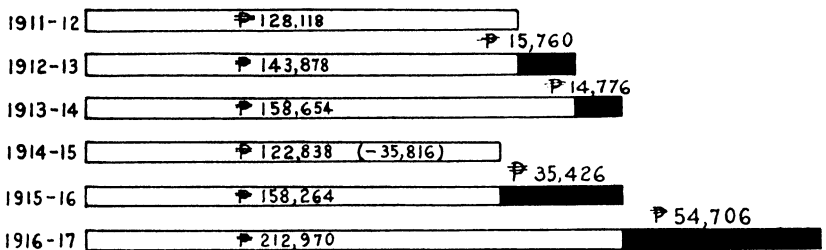
All Types of Permanent Buildings.



Decrease for 1915 due to more rigid classification

Commercial Work Done
in

Trade Schools and Provincial School Shops



Progress: Increase in permanent-type buildings and in output of trade schools, the latter largely due to great number of school desks made

Problem: More rapid construction of concrete buildings. How to make trade instruction serve the community.

APPENDIXES

APPENDIXES

APPENDIX A.—BUREAU OF EDUCATION PERSONNEL

Directing and supervising officers.

[December 31, 1917.]

W. W. MARQUARDT, Director of Education.^a

LUTHER B. BEWLEY, Assistant Director of Education.^b

CAMILO OSIAS, Second Assistant Director of Education.^c

The General Office.

| | |
|--------------------------|-------------------------------|
| OLAF C. HANSEN..... | Chief Clerk. |
| JOHN W. OSBORN..... | Chief of Academic Division. |
| WALLACE C. MAGATHAN..... | Chief of Accounting Division. |
| CARL M. MOORE..... | Chief of Industrial Division. |
| G. GLENN LYMAN..... | Chief of Property Division. |
| JOSE REYES..... | Chief of Records Division. |
| NORTH H. FOREMAN..... | Inspector of School Gardens. |

SUPERINTENDENTS

| Name. | Province or school. | Headquarters. |
|-----------------------------------|------------------------------------|---------------|
| Thomas H. Cassidy..... | Albay | Albay. |
| Candido M. Alcazar (acting)..... | Antique | San Jose. |
| Honorio Poblador (acting)..... | Bataan | Balanga. |
| H. S. Townsend..... | Batangas | Batangas. |
| O. H. Charles..... | Bohol | Tagbilaran. |
| Robert L. Barron..... | Bulacan | Bulacan. |
| James C. Scott..... | Cagayan | Tuguegarao. |
| Benjamin Levin..... | Camarines | Naga. |
| F. E. Hemenway..... | Capiz | Capiz. |
| William H. Fickes..... | Cavite | Cavite. |
| Howard Long..... | Cebu | Cebu. |
| Hugh S. Mead..... | Ilocos Norte | Laong. |
| Edward J. Murphy..... | Ilocos Sur | Vigan. |
| Charles W. Franks..... | Iloilo | Iloilo. |
| Alexander M. Wiley (acting)..... | Isabela | Iligan. |
| H. M. Wagenblaas..... | Laguna | Santa Cruz. |
| R. G. McLeod..... | Leyte | Tacloban. |
| James F. Scouller..... | Manila | Manila. |
| Antonio Nera (acting)..... | Mindoro | Calapan. |
| Clarence A. Belknap (acting)..... | Misamis | Cagayan. |
| C. A. Skattebol..... | Mountain | Baguio. |
| Clinton D. Whipple..... | Nueva Ecija | Cabanatuan. |
| Charles E. Hove..... | Nueva Viscaya | Bayombong. |
| Ralph H. Worsley (acting)..... | Occidental Negros | Bacolod. |
| Lewis P. Willis (acting)..... | Oriental Negros | Dumagueta. |
| Robert Clauson..... | Palawan | Cuyo. |
| Samuel J. Wright..... | Pampanga | San Fernando. |
| Andrew W. Cain..... | Pangasinan | Lingayen. |
| Frederick J. Waters..... | Rizal | Paig. |
| Jean B. Graham..... | Samar | Catbalogan. |
| Wiley B. Beard..... | Sorsogon | Sorsogon. |
| George M. Egan (acting)..... | Surigao | Surigao. |
| Adam C. Derkum..... | Tarlac | Tarlac. |
| Gilbert S. Perez (acting)..... | Tayabas | Lucena. |
| Roy K. Gilmore..... | Union | San Fernando. |
| George W. Satterthwaite..... | Zambales | Iba. |
| H. A. Bordner..... | Philippine Normal School | Manila. |
| Kilmer O. Moe..... | Central Luzon Agricultural School. | Munoz. |
| John V. Crowe..... | Special detail, General Office... | Manila. |

^a Dr. W. W. Marquardt went on leave to the United States on July 26.

^b Mr. José Escaler was transferred from the position of Assistant Director of Education to the position of Under Secretary of Justice, effective January 15, 1917.

Dr. Alejandro Albert was appointed Assistant Director of Education, effective February 10, 1917, and was transferred to the position of Under Secretary of Public Instruction, effective November 16, 1917.

Mr. Luther B. Bewley was appointed Assistant Director of Education, effective November 17, 1917.

^c Mr. Camilo Osias was appointed Second Assistant Director of Education, effective November 17, 1917.

HEAD TEACHERS

| Name. | Province or school. | Headquarters. |
|------------------------------|---------------------|---------------|
| Mauricio Lazo (acting) | Batangas | Basco. |
| John C. Early | Romblon | Romblon. |
| Sylvester C. Kelleher | Masbate | Masbate. |

Department of Mindanao and Sulu.

GLENN W. CAULKINS, Department Superintendent, Zamboanga.

SUPERINTENDENTS

| Name. | Province. | Headquarters. |
|------------------------------------|-----------------|---------------|
| Charles S. Crowther (acting) | Agusan | Butuan. |
| George C. Kindley (acting) | Bukidnon | Malaybalay. |
| Arthur E. Harpet | Cotabato | Cotabato. |
| Henry C. Stanton (acting) | Davao | Davao. |
| John J. Heffington | Lanao | Dansalan. |
| Egbert M. Smoyer | Sulu | Jolo. |
| Alva M. Templeton | Zamboanga | Zamboanga. |

PRINCIPALS OF INSULAR SCHOOLS

Frank W. Cheney, Philippine School of Arts and Trades, Manila.

E. J. Deymek, Philippine School of Commerce, Manila.

Miss Delight Rice, School for the Deaf and the Blind, Manila.

Superintendent on special assignment.

MICHAEL H. O'MALLEY, assigned as agent of the Secretary of Public Instruction in supervising private schools and colleges.

Division Superintendents on leave of absence in the United States.

GEORGE T. SHOENS left the division of Batangas on July 10, 1917.

CHARLES W. FRANKS returned from leave on May 9, 1917.

JOHN J. HEFFINGTON returned from leave on February 3, 1917.

H. S. TOWNSEND returned from leave on July 17, 1917.

RESIGNATIONS AND DATES EFFECTIVE

Division Superintendents.

HARRY BORGSTADT, from the superintendency of Occidental Negros, July 14, 1917.

HUGO H. MILLER, from the General Office, July 31, 1917.

LEROY R. SAWYER, from the General Office, September 10, 1917.

CHARLES E. WRIGHT, from the superintendency of Iloilo, July 14, 1917.

General Office Personnel.

JOHN R. JEFFERIES, acting chief of property division, September 1, 1917.

KENDALL E. ROBINSON, inspector of school buildings and sites, September 1, 1917.

APPENDIX B.—PROPOSED LEGISLATION

CEDULA TAX BILL

FOURTH PHILIPPINE LEGISLATURE, }
Second Session.

HOUSE OF REPRESENTATIVES.

Introduced by

AN ACT TO AMEND CERTAIN SECTIONS OF THE ADMINISTRATIVE CODE IN ORDER TO PROVIDE FOR ADDITIONAL SCHOOL FUNDS BY CERTAIN INCREASES IN TAXATION.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 1440 of Act No. 2711, known as the Administrative Code, is hereby amended by adding thereto a paragraph to read as follows:

Provincial boards and municipal councils are further authorized to further increase the cedula tax aforesaid by an amount of fifty centavos in each case. Such increase shall be effected by resolutions of the provincial boards and municipal councils concerned. These resolutions may be independent of each other, shall be made for a term of one or more years, shall become effective either with the express approval of the Governor-General or upon the expiration of thirty days after the receipt by him of such resolution without his disapproval, and shall remain in force until abrogated by resolutions of the respective provincial boards and municipal councils.

A copy of any resolution effecting such increase shall be furnished by the municipal council to the municipal treasurer, the provincial treasurer, and the Collector of Internal Revenue, and by the provincial board to the provincial treasurer and the Collector of Internal Revenue.

SEC. 2. The first paragraph of Section 487 of said Administrative Code is hereby amended by adding thereto a paragraph to read as follows:

In provinces where the provincial board has fixed the tax at two pesos and a half, the additional fifty centavos shall accrue to the provincial school fund. In municipalities where the municipal council has by resolution increased the cedula tax by fifty centavos for local purposes, the said additional fifty centavos shall accrue to the municipal school fund. When the provincial board has imposed the additional road and bridge tax and also the additional school tax, and any or all of the municipal councils within the provinces have likewise imposed the additional fifty centavos tax, the cedula tax, without penalties, in such municipalities will be three pesos.

SEC. 3. This Act shall take effect on its passage.

REAL PROPERTY TAX BILL

FOURTH PHILIPPINE LEGISLATURE, }
Second Session.

HOUSE OF REPRESENTATIVES.

Introduced by

AN ACT TO AMEND CERTAIN SECTIONS OF THE ADMINISTRATIVE CODE IN ORDER TO PROVIDE FOR ADDITIONAL SCHOOL FUNDS BY CERTAIN INCREASES IN TAXATION.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 345 of Act No. 2711, known as the Administrative Code, is hereby amended so that the same shall read as follows:

The proceeds of the real property tax shall be applied to the use and benefit of the respective provinces and municipalities wherein the property liable to such tax is situated.

The share of a province in said tax shall be levied by the provincial board thereof, whose duty it shall be, on or before the thirty-first day of December of each year, to fix by resolution a uniform rate of taxation for the succeeding year in an amount not less than one eighth nor more than four eighths of one per centum.

The share of a municipality shall in the same manner be levied by ordinance of the municipal council thereof in an amount not less than one fourth nor more than three fourths of one per centum.

The resolutions of the provincial boards and the municipal ordinances fixing the rate of land tax shall remain in force for succeeding years, unless said resolutions and ordinances are amended or revoked.

SEC. 2. Section 346 of said Administrative Code is hereby amended so as to read as follows:

The gross proceeds of the first one eighth of one per centum levied or imposed for provincial purposes shall accrue, in a regularly organized province, exclusively to its road and bridge fund, and in a specially organized province, exclusively to its road and public works fund. The gross proceeds of the next two eighths, or any part thereof, levied for provincial purposes shall accrue to the general fund of the province. The gross proceeds of the remaining one eighth, or any part thereof, levied for provincial purposes shall accrue to the provincial school fund.

The gross proceeds of the first one fourth of one per centum levied or imposed for municipal purposes shall accrue exclusively to the school fund of the municipality. The gross proceeds of the second one fourth, or any part thereof, levied for municipal purposes shall accrue to the general fund of the municipality. The gross proceeds of the remaining one fourth, or any part thereof, levied for municipal purposes shall accrue exclusively to the school fund of the municipality in the same manner as the first one fourth levied for municipal purposes shall accrue.

SEC. 3. Section 2111 of said Administrative Code is hereby amended by adding thereto a paragraph to read as follows:

Each year the provincial treasurer shall set aside in a provincial school fund 10 per centum of the entire proceeds of the provincial general fund as collected. However, at the option of the provincial board such per centum shall not be so set aside provided that the board of resolution shall impose an additional real property tax for said year as otherwise provided, equal to or greater than 10 per centum of the entire proceeds of the provincial general fund, the proceeds of which shall accrue to said provincial school fund.

This Act shall take effect on its passage.

APPENDIX C.—STATISTICAL TABLES

1. Schools, enrolment, attendance, and percentage of attendance.
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No. 1.—Schools, enrolment, attendance, and percentage of attendance.

A table showing, by divisions and for the Islands, the number of schools, total annual enrolment, average monthly enrolment, average daily attendance, and percentage of attendance during the school year, 1916-17.

| Division. | Secondary. | | | | | Intermediate. | | | | | Primary. | | | | | Grand total. | | | | |
|--------------------|--------------------|-------------------|----------------------------|---------------------------|---------------------------|--------------------|-------------------|----------------------------|---------------------------|---------------------------|--------------------|-------------------|----------------------------|---------------------------|---------------------------|--------------------|-------------------|----------------------------|---------------------------|---------------------------|
| | Number of schools. | Annual enrolment. | Average monthly enrolment. | Average daily attendance. | Percentage of attendance. | Number of schools. | Annual enrolment. | Average monthly enrolment. | Average daily attendance. | Percentage of attendance. | Number of schools. | Annual enrolment. | Average monthly enrolment. | Average daily attendance. | Percentage of attendance. | Number of schools. | Annual enrolment. | Average monthly enrolment. | Average daily attendance. | Percentage of attendance. |
| Manila..... | 5 | 2,092 | 1,820 | 1,734 | 95 | 7 | 4,243 | 3,662 | 3,450 | 94 | 27 | 21,841 | 19,620 | 18,857 | 96 | 39 | 28,176 | 25,102 | 24,041 | 96 |
| Agusan..... | 1 | 285 | 244 | 227 | 93 | 2 | 1,123 | 95 | 86 | 91 | 36 | 4,290 | 3,241 | 2,797 | 86 | 38 | 4,413 | 3,336 | 2,883 | 86 |
| Albay..... | 1 | 106 | 84 | 79 | 94 | 4 | 1,555 | 1,275 | 1,192 | 93 | 120 | 14,273 | 12,101 | 11,069 | 91 | 129 | 16,113 | 13,620 | 12,438 | 92 |
| Antique..... | 1 | 76 | 63 | 60 | 95 | 2 | 732 | 726 | 674 | 93 | 17 | 9,116 | 7,477 | 6,691 | 88 | 72 | 10,013 | 8,267 | 7,344 | 89 |
| Bataan..... | 1 | 76 | 63 | 60 | 95 | 2 | 330 | 300 | 289 | 96 | 18 | 3,150 | 2,626 | 2,438 | 96 | 21 | 3,556 | 2,969 | 2,637 | 95 |
| Batangas..... | 1 | 284 | 248 | 243 | 98 | 12 | 1,454 | 1,350 | 1,289 | 95 | 145 | 15,791 | 13,709 | 12,575 | 92 | 168 | 17,529 | 15,307 | 14,107 | 92 |
| Bohol..... | 1 | 175 | 145 | 138 | 95 | 18 | 2,379 | 2,089 | 1,974 | 94 | 232 | 30,066 | 25,434 | 23,125 | 91 | 251 | 32,610 | 27,668 | 25,237 | 91 |
| Bukidnon..... | 1 | 277 | 246 | 236 | 96 | 13 | 1,911 | 1,686 | 1,601 | 95 | 32 | 2,607 | 1,819 | 1,628 | 89 | 34 | 2,667 | 1,962 | 1,669 | 90 |
| Bulacan..... | 1 | 159 | 147 | 141 | 96 | 8 | 1,291 | 1,150 | 1,066 | 94 | 96 | 109,150 | 13,541 | 12,668 | 94 | 123 | 17,533 | 15,473 | 14,505 | 94 |
| Cagayan..... | 1 | 159 | 147 | 141 | 96 | 8 | 1,291 | 1,150 | 1,066 | 94 | 96 | 109,150 | 13,541 | 12,668 | 94 | 106 | 16,059 | 12,458 | 10,966 | 88 |
| Camarines..... | 1 | 286 | 197 | 185 | 94 | 8 | 1,242 | 967 | 888 | 92 | 138 | 13,808 | 10,627 | 9,309 | 88 | 147 | 15,316 | 11,791 | 10,382 | 88 |
| Capiz..... | 1 | 225 | 210 | 205 | 98 | 9 | 1,750 | 1,601 | 1,522 | 95 | 168 | 25,362 | 20,351 | 18,063 | 89 | 198 | 27,277 | 22,162 | 19,810 | 89 |
| Cavite..... | 2 | 107 | 102 | 99 | 97 | 8 | 1,034 | 946 | 915 | 97 | 58 | 12,716 | 10,680 | 10,127 | 96 | 68 | 13,618 | 11,728 | 11,141 | 96 |
| Cebu..... | 1 | 487 | 437 | 419 | 96 | 17 | 2,886 | 2,547 | 2,391 | 94 | 233 | 33,769 | 29,246 | 26,531 | 91 | 251 | 37,092 | 32,230 | 29,841 | 91 |
| Ilocos Norte..... | 1 | 409 | 376 | 373 | 99 | 16 | 2,184 | 2,081 | 2,028 | 97 | 123 | 13,808 | 12,593 | 11,963 | 96 | 139 | 16,544 | 15,060 | 14,384 | 96 |
| Ilocos Sur..... | 2 | 649 | 606 | 591 | 98 | 13 | 2,254 | 2,075 | 1,976 | 95 | 147 | 18,660 | 17,335 | 15,872 | 92 | 162 | 21,563 | 20,016 | 18,439 | 92 |
| Iloilo..... | 1 | 680 | 628 | 596 | 95 | 17 | 3,918 | 3,458 | 3,196 | 92 | 218 | 30,122 | 26,641 | 22,816 | 86 | 236 | 34,720 | 30,727 | 26,698 | 87 |
| Isabela..... | 1 | 145 | 129 | 118 | 91 | 3 | 569 | 453 | 414 | 91 | 63 | 7,580 | 5,813 | 5,067 | 87 | 67 | 8,294 | 6,396 | 5,599 | 88 |
| Laguna..... | 1 | 327 | 305 | 294 | 96 | 18 | 1,829 | 1,654 | 1,552 | 94 | 70 | 18,978 | 12,975 | 11,471 | 88 | 89 | 16,974 | 14,834 | 13,317 | 89 |
| Leyte..... | 1 | 360 | 320 | 292 | 91 | 21 | 2,549 | 2,232 | 1,877 | 84 | 219 | 35,797 | 29,369 | 26,253 | 90 | 241 | 38,706 | 31,921 | 28,462 | 89 |
| Mindoro..... | 1 | 27 | 22 | 20 | 91 | 6 | 277 | 245 | 236 | 96 | 48 | 5,340 | 4,218 | 3,777 | 90 | 55 | 5,644 | 4,466 | 4,033 | 90 |
| Misamis..... | 1 | 24 | 22 | 21 | 96 | 3 | 563 | 471 | 443 | 94 | 75 | 9,073 | 7,377 | 6,691 | 91 | 79 | 9,660 | 7,870 | 7,155 | 91 |
| Mountain..... | 1 | 53 | 43 | 40 | 93 | 4 | 447 | 353 | 330 | 93 | 86 | 7,589 | 6,901 | 6,240 | 89 | 96 | 7,589 | 6,377 | 5,697 | 89 |
| Nueva Ecija..... | 2 | 353 | 353 | 330 | 93 | 9 | 1,306 | 1,117 | 1,036 | 93 | 111 | 14,522 | 11,581 | 10,369 | 88 | 122 | 16,275 | 13,051 | 11,725 | 90 |
| Nueva Vizcaya..... | 1 | 128 | 98 | 94 | 96 | 4 | 479 | 408 | 393 | 96 | 23 | 2,561 | 2,163 | 2,017 | 93 | 28 | 3,168 | 2,669 | 2,504 | 94 |

| | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|--------|--------|-------|-----|-----|--------|--------|--------|----|-------|---------|---------|---------|----|-------|---------|---------|---------|----|
| Occidental Negros..... | 1 | 259 | 231 | 210 | 91 | 13 | 2,070 | 1,798 | 1,662 | 92 | 129 | 21,263 | 17,370 | 15,910 | 92 | 143 | 23,592 | 19,399 | 17,762 | 92 |
| Oriental Negros..... | 1 | 67 | 57 | 53 | 93 | 7 | 1,063 | 953 | 888 | 93 | 131 | 20,741 | 17,122 | 14,877 | 87 | 139 | 21,871 | 18,132 | 16,818 | 87 |
| Palawan..... | 1 | 28 | 27 | 26 | 96 | 3 | 198 | 182 | 173 | 95 | 40 | 3,778 | 3,103 | 2,749 | 89 | 44 | 4,004 | 3,312 | 2,948 | 89 |
| Pampanga..... | 1 | 270 | 244 | 236 | 97 | 11 | 1,647 | 1,480 | 1,384 | 94 | 107 | 16,823 | 12,762 | 11,858 | 93 | 119 | 17,740 | 14,498 | 13,478 | 93 |
| Pangasinan..... | 1 | 745 | 656 | 640 | 98 | 29 | 3,860 | 3,396 | 3,268 | 96 | 233 | 36,084 | 30,490 | 28,731 | 94 | 263 | 40,689 | 34,542 | 32,639 | 94 |
| Rizal..... | 1 | 179 | 161 | 155 | 97 | 7 | 1,376 | 1,278 | 1,218 | 95 | 80 | 12,986 | 11,414 | 10,589 | 93 | 88 | 14,541 | 12,863 | 11,962 | 93 |
| Samar..... | 1 | 75 | 69 | 67 | 97 | 10 | 1,203 | 961 | 873 | 91 | 161 | 24,394 | 18,472 | 16,178 | 82 | 172 | 25,672 | 19,502 | 16,118 | 83 |
| Sorsogon..... | 1 | 141 | 121 | 113 | 93 | 6 | 901 | 782 | 714 | 91 | 105 | 15,669 | 12,279 | 10,568 | 86 | 112 | 16,701 | 13,182 | 11,996 | 86 |
| Surigao..... | 1 | 44 | 38 | 35 | 92 | 4 | 419 | 348 | 322 | 93 | 81 | 9,969 | 7,699 | 6,158 | 81 | 96 | 10,332 | 7,965 | 6,515 | 82 |
| Tarlac..... | 1 | 212 | 193 | 184 | 95 | 7 | 1,234 | 1,122 | 1,074 | 96 | 103 | 13,503 | 11,106 | 10,170 | 92 | 111 | 14,949 | 12,421 | 11,428 | 92 |
| Tayabas..... | 2 | 289 | 266 | 266 | 100 | 16 | 1,853 | 1,682 | 1,584 | 95 | 107 | 19,441 | 17,291 | 16,010 | 93 | 125 | 21,583 | 19,239 | 17,870 | 93 |
| Union..... | 1 | 434 | 365 | 338 | 93 | 13 | 2,037 | 1,829 | 1,743 | 95 | 60 | 12,284 | 11,026 | 10,577 | 96 | 74 | 14,766 | 13,220 | 12,668 | 96 |
| Zambales..... | 1 | 177 | 145 | 132 | 91 | 5 | 730 | 644 | 614 | 95 | 59 | 8,236 | 6,808 | 6,430 | 94 | 65 | 9,202 | 7,697 | 7,176 | 94 |
| Normal..... | 1 | 702 | 660 | 646 | 98 | 1 | 363 | 329 | 316 | 96 | 1 | 464 | 434 | 408 | 94 | 3 | 1,649 | 1,483 | 1,370 | 96 |
| Batanes..... | 1 | 702 | 660 | 646 | 98 | 1 | 108 | 94 | 85 | 90 | 10 | 942 | 790 | 676 | 86 | 11 | 1,060 | 884 | 761 | 86 |
| Total..... | 45 | 11,409 | 10,078 | 9,636 | 96 | 364 | 56,473 | 49,943 | 46,894 | 94 | 4,084 | 590,507 | 495,665 | 448,082 | 90 | 4,488 | 663,389 | 555,696 | 504,612 | 91 |
| Mindanao and Sulu..... | 1 | 23 | 15 | 14 | 93 | 4 | 411 | 363 | 336 | 93 | 204 | 17,175 | 11,561 | 9,301 | 80 | 209 | 17,609 | 11,839 | 9,651 | 81 |
| Grand total..... | 46 | 11,432 | 10,093 | 9,650 | 96 | 368 | 56,884 | 50,306 | 47,230 | 94 | 4,288 | 607,682 | 507,226 | 457,383 | 90 | 4,702 | 675,998 | 567,525 | 514,263 | 91 |

Compared with 1915-16 statistics, the data in this table show that the number of primary, intermediate, and secondary schools increased by 145, 16, and 2, respectively.

The number of primary pupils in attendance each day increased by 35,919, about twice as large an increase as that for the previous year. The intermediate average attendance was 5,360 greater than that in 1915-16, and the secondary average attendance, 1,789 greater.

The percentage of attendance increased from 90 for 1915-16 to 91 for 1916-17. This percentage is obtained by dividing the average attendance by the average monthly enrolment.

| | | | | | | | | | | | | | | | | | | | | |
|------------------------|---------|---------|--------|--------|--------|--------|--------|--------|---------|---------|---------|--------|-------|--------|-------|-------|-------|--------|--------|--------|
| Occidental Negros..... | 4,244 | 3,761 | 2,830 | 2,290 | 2,082 | 1,484 | 1,363 | 800 | 10,719 | 8,335 | 19,054 | 677 | 320 | 369 | 183 | 302 | 129 | 1,348 | 632 | 1,990 |
| Oriental Negros..... | 4,665 | 3,570 | 2,140 | 1,491 | 1,376 | 846 | 813 | 465 | 8,994 | 6,372 | 15,366 | 376 | 189 | 260 | 96 | 170 | 74 | 796 | 359 | 1,155 |
| Palawan..... | 889 | 427 | 508 | 223 | 432 | 148 | 216 | 76 | 2,944 | 874 | 2,914 | 89 | 31 | 82 | 7 | 42 | 3 | 213 | 41 | 254 |
| Pampanga..... | 3,745 | 2,402 | 2,012 | 1,080 | 1,389 | 614 | 1,090 | 424 | 8,236 | 4,470 | 12,706 | 577 | 196 | 397 | 114 | 294 | 88 | 1,268 | 898 | 1,666 |
| Pangasinan..... | 5,870 | 5,124 | 3,881 | 2,627 | 1,960 | 2,591 | 2,591 | 1,293 | 15,786 | 10,994 | 26,780 | 1,271 | 497 | 822 | 296 | 620 | 229 | 2,713 | 1,012 | 3,725 |
| Rizal..... | 3,174 | 2,354 | 1,773 | 1,131 | 1,225 | 596 | 892 | 358 | 7,064 | 4,439 | 11,503 | 513 | 167 | 345 | 135 | 246 | 108 | 1,104 | 410 | 1,514 |
| Samar..... | 7,920 | 6,646 | 2,537 | 1,812 | 1,044 | 673 | 760 | 339 | 12,261 | 9,500 | 21,761 | 431 | 199 | 254 | 84 | 153 | 49 | 888 | 332 | 1,220 |
| Sorsogon..... | 4,882 | 3,434 | 1,580 | 1,084 | 962 | 531 | 626 | 274 | 8,040 | 6,323 | 13,863 | 344 | 122 | 206 | 64 | 153 | 39 | 702 | 225 | 927 |
| Surigao..... | 2,710 | 2,220 | 941 | 703 | 578 | 396 | 375 | 200 | 4,604 | 3,518 | 8,122 | 153 | 89 | 98 | 44 | 47 | 24 | 283 | 157 | 450 |
| Tarlac..... | 2,942 | 2,367 | 1,480 | 944 | 1,110 | 580 | 821 | 309 | 6,353 | 4,200 | 10,553 | 475 | 139 | 307 | 69 | 221 | 72 | 1,008 | 280 | 1,283 |
| Tayabas..... | 4,582 | 3,568 | 2,867 | 1,858 | 2,096 | 1,201 | 1,330 | 702 | 10,865 | 7,829 | 18,194 | 696 | 304 | 431 | 200 | 287 | 125 | 1,424 | 629 | 2,063 |
| Union..... | 2,609 | 1,599 | 1,814 | 976 | 1,832 | 856 | 1,309 | 639 | 7,564 | 4,070 | 11,634 | 697 | 250 | 407 | 160 | 374 | 115 | 1,478 | 525 | 2,008 |
| Zambales..... | 2,683 | 2,240 | 879 | 565 | 628 | 396 | 437 | 220 | 4,627 | 3,401 | 8,028 | 273 | 107 | 196 | 60 | 132 | 49 | 601 | 216 | 817 |
| Normal..... | 68 | 54 | 74 | 49 | 71 | 49 | 77 | 32 | 290 | 134 | 474 | 83 | 67 | 53 | 62 | 59 | 42 | 196 | 171 | 366 |
| Total..... | 143,680 | 107,819 | 76,890 | 51,392 | 52,889 | 30,923 | 36,794 | 13,800 | 310,203 | 208,934 | 519,137 | 20,063 | 8,881 | 12,768 | 5,063 | 9,509 | 3,690 | 42,360 | 17,634 | 59,994 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan..... | 1,440 | 1,147 | 428 | 287 | 248 | 187 | 201 | 83 | 2,317 | 1,704 | 4,021 | 45 | 24 | 29 | 8 | 9 | 3 | 88 | 35 | 118 |
| Bukidnon..... | 1,104 | 457 | 184 | 78 | 164 | 78 | 162 | 49 | 1,450 | 834 | 2,034 | 24 | 7 | 18 | 1 | | | 42 | 8 | 50 |
| Cotabato..... | 1,712 | 214 | 292 | 76 | 124 | 37 | 60 | 8 | 1,188 | 564 | 1,622 | 25 | | 10 | | | | 35 | 35 | 35 |
| Davao..... | 1,725 | 824 | 640 | 281 | 280 | 80 | 88 | 17 | 2,733 | 1,152 | 3,895 | 18 | 6 | | | | | 18 | 6 | 23 |
| Lanao..... | 543 | 208 | 191 | 79 | 91 | 54 | 66 | 21 | 881 | 368 | 1,239 | 19 | 10 | 22 | 12 | 10 | 6 | 51 | 28 | 79 |
| Sulu..... | 1,067 | 110 | 396 | 42 | 121 | 22 | 41 | 19 | 1,624 | 198 | 1,817 | 16 | | | | | | 16 | | 16 |
| Zamboanga..... | 2,188 | 696 | 696 | 300 | 869 | 159 | 186 | 92 | 3,439 | 1,246 | 4,685 | 88 | 24 | 99 | 12 | 59 | 16 | 246 | 52 | 298 |
| Grand total..... | 152,459 | 111,470 | 79,522 | 52,406 | 54,256 | 31,540 | 37,598 | 19,089 | 323,835 | 214,506 | 538,340 | 20,318 | 8,961 | 12,946 | 5,096 | 9,587 | 3,715 | 42,851 | 17,762 | 60,613 |

No. 2.—Enrolment by grades and sexes—Continued.

| Division. | Secondary years. | | | | | | | | | | Grand total. | |
|-------------------|------------------|---------|---------|---------|--------|---------|---------|---------|--------|---------|--------------|---------|
| | First. | | Second. | | Third. | | Fourth. | | Total. | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| Manila | 680 | 184 | 480 | 113 | 262 | 34 | 192 | 31 | 1,614 | 362 | 16,944 | 10,688 |
| Albay | 99 | 36 | 60 | 9 | 26 | 3 | 24 | 9 | 209 | 57 | 10,003 | 6,477 |
| Antique | 91 | 11 | 26 | 3 | | | | | 117 | 14 | 5,646 | 8,991 |
| Bataan | 48 | 4 | 30 | 5 | | | | | 78 | 9 | 2,162 | 1,238 |
| Batanes | 10 | | | | | | | | 10 | | 918 | 551 |
| Batangas | 120 | 30 | 66 | 15 | 46 | 4 | 29 | 1 | 261 | 50 | 10,303 | 5,560 |
| Bohol | 114 | 27 | 25 | 10 | 15 | 1 | 20 | 2 | 174 | 40 | 15,527 | 11,026 |
| Bulacan | 174 | 53 | 55 | 9 | 30 | 9 | 33 | 3 | 292 | 74 | 11,225 | 6,312 |
| Cagayan | 94 | 11 | 32 | 3 | 16 | | 30 | 2 | 172 | 16 | 8,506 | 5,661 |
| Camarines | 111 | 33 | 55 | 10 | 30 | 2 | 27 | 4 | 223 | 49 | 8,014 | 4,762 |
| Capiz | 151 | 54 | 70 | 9 | 32 | 8 | 21 | 3 | 274 | 74 | 15,219 | 10,273 |
| Cavite | 69 | 29 | 29 | 15 | | | | | 98 | 44 | 7,521 | 5,437 |
| Cebu | 309 | 67 | 150 | 30 | 65 | 11 | 38 | 7 | 662 | 115 | 22,971 | 11,466 |
| C. L. A. S. 1 | 262 | 61 | 61 | | | | | | 323 | 545 | 21 | 666 |
| Ilocos Norte | 361 | 124 | 103 | 20 | 50 | 6 | 37 | | 551 | 150 | 10,496 | 6,992 |
| Ilocos Sur | 338 | 152 | 146 | 25 | 99 | 8 | 52 | 9 | 635 | 194 | 13,516 | 8,978 |
| Iloilo | 368 | 114 | 186 | 42 | 110 | 13 | 56 | 9 | 720 | 178 | 19,785 | 13,632 |
| Isabela | 61 | 6 | 22 | 5 | 27 | | | | 110 | 11 | 4,813 | 2,855 |
| Laguna | 154 | 57 | 79 | 20 | 45 | 10 | 36 | 10 | 314 | 97 | 9,483 | 6,700 |
| Leyte | 264 | 94 | 86 | 13 | 53 | 3 | 27 | 3 | 430 | 113 | 18,962 | 13,969 |
| Mindoro | 20 | | 9 | 2 | | | | | 29 | 2 | 3,149 | 2,070 |
| Misamis | 22 | 9 | 17 | 6 | | | | | 39 | 15 | 6,035 | 5,433 |
| Mountain | 92 | 20 | | | | | | | 92 | 20 | 112 | 6,511 |
| Nueva Ecija | 62 | 19 | 42 | 9 | 35 | 4 | 18 | 3 | 167 | 35 | 192 | 8,841 |
| Nueva Vizcaya | 65 | 20 | 23 | 3 | | | | | 93 | 23 | 1,677 | 963 |
| Occidental Negros | 82 | 28 | 50 | 19 | 36 | 7 | 20 | 3 | 188 | 57 | 12,255 | 9,024 |
| Oriental Negros | 42 | 16 | 9 | 3 | 11 | 1 | | | 62 | 20 | 9,862 | 6,751 |
| Palawan | 30 | 2 | 15 | | | | | | 47 | 2 | 2,298 | 9,917 |
| Pampanga | 173 | 33 | 63 | 17 | 41 | 3 | 30 | 2 | 307 | 55 | 382 | 9,811 |
| Pangasinan | 307 | 124 | 185 | 34 | 102 | 14 | 63 | 5 | 657 | 177 | 19,156 | 12,183 |
| | | | | | | | | | | | | 31,339 |

¹ Central Luzon Agricultural School.

¹ Central Luzon Agricultural School.

| | | | | | | | | | | | | | | |
|--------------------|-------|-------|-------|-----|-------|-----|-------|-----|--------|-------|--------|---------|---------|---------|
| Rizal | 136 | 36 | 46 | 11 | 23 | 3 | 26 | 3 | 230 | 53 | 283 | 8,396 | 4,902 | 13,394 |
| Samar | 60 | 8 | 23 | 2 | | | | | 83 | 10 | 93 | 13,232 | 2,843 | 23,074 |
| Sorsogon | 93 | 28 | 46 | 4 | | | | | 138 | 32 | 170 | 8,860 | 3,880 | 14,740 |
| Surigao | 22 | 5 | 16 | 2 | | | | | 37 | 7 | 44 | 4,834 | 3,882 | 8,716 |
| Tarlac | 170 | 42 | 73 | 13 | 37 | 6 | 28 | 3 | 308 | 64 | 372 | 7,664 | 4,544 | 12,208 |
| Tayabas | 213 | 38 | 98 | 16 | 35 | 4 | 40 | 2 | 376 | 60 | 436 | 12,655 | 8,018 | 20,673 |
| Union | 171 | 48 | 111 | 14 | 35 | 2 | 33 | 5 | 350 | 69 | 419 | 9,392 | 4,664 | 14,056 |
| Zambales | 112 | 19 | 46 | 4 | 30 | 2 | | | 188 | 25 | 213 | 5,416 | 3,642 | 9,058 |
| Normal | 65 | 96 | 16 | 29 | 160 | 65 | 141 | 72 | 382 | 261 | 643 | 8,867 | 1,483 | 10,350 |
| Total | 5,815 | 1,676 | 2,641 | 544 | 1,451 | 223 | 1,021 | 191 | 10,928 | 2,638 | 13,562 | 363,491 | 229,202 | 592,693 |
| Mindanao and Sulu: | | | | | | | | | | | | | | |
| Aguasan | | | | | | | | | | | | 2,400 | 1,739 | 4,139 |
| Bukidnon | | | | | | | | | | | | 1,492 | 1,592 | 2,084 |
| Cotabato | | | | | | | | | | | | 1,223 | 334 | 1,557 |
| Davao | | | | | | | | | | | | 2,751 | 1,157 | 3,908 |
| Lanao | | | | | | | | | | | | 932 | 386 | 1,318 |
| Sulu | | | | | | | | | | | | 1,640 | 183 | 1,823 |
| Zamboanga | 33 | 4 | | | | | | | 33 | 4 | 37 | 3,718 | 1,302 | 5,020 |
| Grand total | 5,848 | 1,680 | 2,641 | 544 | 1,451 | 223 | 1,021 | 191 | 10,961 | 2,638 | 13,599 | 377,647 | 234,906 | 612,552 |

Two significant points are indicated by these data when they are compared with similar figures for August, 1916: The increased enrollment in the upper primary and intermediate grades and in the high school, and the greater number of girls enrolled.

The primary enrollment decreased by 2,869. The intermediate enrollment showed a gain of 7,035 and the secondary, one of 2,899, increases of 13 per cent and 27 per cent, respectively. Grade I showed a decrease of one half per cent. The rate of increase in the other grades was as follows: Grade II, 5 per cent; Grade III, 9 per cent; Grade IV, 14 per cent; Grade V, 16 per cent; Grade VI, 11 per cent; Grade VII, 9 per cent; first year, 25 per cent; second year, 40 per cent; third year, 15 per cent; fourth year, 25 per cent. These figures are encouraging, for they indicate greater efficiency evidenced in a more rapid rate of promotion, a growing desire for intermediate and secondary instruction, and an improvement in economic conditions that makes it possible for more boys and girls to enter intermediate and secondary schools.

The number of girls showed an increase of from 1 to 49 per cent in the various grades; only in the third year was their rate of increase less than that of the boys. Particularly significant are the increases of 46 per cent and 49 per cent in the first and second years of the high school course, respectively; and also in Grade VII where the number of girls increased 21 per cent as compared with a 5 per cent increase in the number of boys. These increases in the enrollment of girls are undoubtedly largely due to a better realization of the need of education for girls, and consequently constitute a very important development in the Philippine public school system.

No. 3.—*Enrolment of intermediate pupils by courses.*

The following table shows, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1917.

| Division. | Grade V. | | | | | | | | | | Grade VI. | | | | | | | | | | | | | | | | | | | | |
|---------------|----------|---------|----------------|---------|--------|---------|----------|---------|-------------------------------------|---------|----------------|---------|--------|---------|--------|----------|---------|----------------|---------|--------|---------|----------|---------|-------------------------------------|---------|----------------|---------|--------|-------|-----|-----|
| | General. | | Teach- ing. | | Trade. | | Farming. | | Housekeeping and Household arts. | | Busi- ness. | | Total. | | | General. | | Teach- ing. | | Trade. | | Farming. | | Housekeeping and Household arts. | | Busi- ness. | | Total. | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Total. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Total. | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manila. | 1,064 | 253 | | | | | 148 | | | | 253 | | | | 1,212 | 506 | 1,718 | 572 | 135 | | 82 | | | | 143 | | | 654 | 278 | 932 | |
| Agusan. | | | 30 | 8 | | | | 15 | | | | | | | 45 | 8 | 53 | | 12 | 3 | | | | | | | | 20 | 3 | 23 | |
| Albay. | 239 | 1 | | | 21 | | 91 | | 203 | | | | | | 351 | 204 | 555 | 183 | | | 24 | | 48 | | 123 | | | 255 | 123 | 378 | |
| Antique. | 155 | 62 | 48 | 26 | 26 | | | | 22 | | | | | | 229 | 110 | 339 | 96 | 6 | 36 | 14 | 21 | | 21 | | | | 161 | 41 | 192 | |
| Bataan. | 53 | 9 | 50 | 12 | | | | | | | | | | | 103 | 21 | 124 | 44 | 4 | 39 | 11 | | | | | | | 83 | 15 | 98 | |
| Batangas. | 438 | 19 | | | 29 | | 34 | | 118 | | | | | | 501 | 137 | 638 | 231 | 16 | | 23 | | 19 | | 84 | | | 273 | 100 | 373 | |
| Bohol. | 503 | 110 | | | 63 | | 31 | | 139 | | | | | | 597 | 249 | 846 | 360 | 35 | | 43 | | 26 | | 142 | | | 429 | 177 | 606 | |
| Bukidnon. | | | | | | | 29 | | 5 | | | | | | 29 | 5 | 34 | | | | | | | | | | 9 | | 9 | 9 | |
| Bulacan. | 534 | 84 | | | 35 | | | | 125 | | | | | | 569 | 209 | 778 | 283 | 47 | | 32 | | 54 | | 72 | | | 325 | 119 | 444 | |
| Cagayan. | 310 | 23 | 11 | 5 | 70 | | | | 136 | | | | | | 391 | 164 | 555 | 132 | 29 | 9 | 2 | | 68 | | | | 196 | 99 | 294 | | |
| Camarines. | 235 | | | | 21 | | | | 109 | | | | | | 256 | 109 | 365 | 176 | | | 15 | | 96 | | | | 191 | 96 | 287 | | |
| Capiz. | 154 | 60 | 259 | 56 | 53 | | 45 | | 90 | | | | | | 511 | 206 | 717 | 55 | 19 | 163 | 47 | 45 | | 35 | | 92 | | 298 | 158 | 456 | |
| Cavite. | 192 | 58 | | | | | 63 | | | | | | | | 302 | 151 | 453 | 111 | 31 | | | | 29 | | 37 | | 25 | 8 | 165 | 76 | 241 |
| Cebu. | 557 | 66 | 194 | 50 | 84 | | | | 152 | | | | | | 835 | 288 | 1,103 | 340 | 37 | 136 | 36 | 63 | | 90 | | | 539 | 163 | 702 | | |
| Ilocos Norte. | 426 | 115 | | | 38 | | 74 | | 194 | | | | | | 538 | 309 | 847 | 344 | 140 | | 41 | | 47 | | 62 | | | 482 | 202 | 684 | |
| Ilocos Sur. | 387 | 3 | 56 | | 49 | | 120 | | 219 | | | | | | 612 | 222 | 834 | 250 | | 44 | | 43 | | 74 | | 144 | | 411 | 144 | 555 | |
| Iloilo. | 817 | 240 | 96 | 48 | 59 | | | | 105 | | | | | | 972 | 393 | 1,365 | 630 | 165 | 51 | 45 | | 103 | | 103 | | 722 | 313 | 1,035 | | |
| Isabela. | 27 | | 33 | 17 | 23 | | 34 | | | | | | | | 117 | 48 | 165 | 23 | | 40 | 10 | 23 | | 17 | | 22 | | 108 | 32 | 138 | |
| Laguna. | 399 | 71 | | | 36 | | | | 102 | | | | | | 435 | 173 | 608 | 362 | 148 | | 20 | | 35 | | 35 | | | 382 | 183 | 565 | |
| Leyte. | 514 | 30 | | | 36 | | | | 236 | | | | | | 550 | 272 | 822 | 443 | 9 | | 28 | | 28 | | 215 | | | 499 | 224 | 723 | |

No. 3.—Enrolment of intermediate pupils by courses—Continued.

| Division. | Grade VII. | | | | | | | | | | Total for the grades. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|------------|---------|----------------|---------|--------|---------|----------|---------|--------------------------------|---------|-----------------------|---------|--------|---------|----------|---------|----------------|---------|--------|---------|----------|---------|--------------------------------|---------|----------------|---------|--------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | General. | | Teach- ing. | | Trade. | | Farming. | | House- keeping and arts. | | Busi- ness. | | Total. | | General. | | Teach- ing. | | Trade. | | Farming. | | House- keeping and arts. | | Busi- ness. | | Total. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. |

No. 4.—*Enrolment, pupils dropped, and percentages of pupils dropped.*

The following table shows, by divisions and for the Islands, the total annual enrolment, March enrolment, the number of pupils dropped, and the percentages of pupils dropped based on the annual enrolment for the school year, 1916-17.

| Division. | Grade I. | | | | Grade II. | | | | Grade III. | | | | Grade IV. | | | | Grade V. | | | |
|------------------------|------------------------|-----------------------|--------------------------------|-------------|------------------------|-----------------------|--------------------------------|-------------|------------------------|-----------------------|--------------------------------|-------------|------------------------|-----------------------|--------------------------------|-------------|------------------------|-----------------------|--------------------------------|-------------|
| | Annual enrol- ment. | March enrol- ment. | Number of pu- pils dropped. | Percentage. | Annual enrol- ment. | March enrol- ment. | Number of pu- pils dropped. | Percentage. | Annual enrol- ment. | March enrol- ment. | Number of pu- pils dropped. | Percentage. | Annual enrol- ment. | March enrol- ment. | Number of pu- pils dropped. | Percentage. | Annual enrol- ment. | March enrol- ment. | Number of pu- pils dropped. | Percentage. |
| Ilocos Sur..... | 7,742 | 6,812 | 930 | 12 | 4,945 | 4,376 | 569 | 12 | 3,332 | 2,840 | 492 | 15 | 2,641 | 2,383 | 258 | 10 | 982 | 834 | 148 | 15 |
| Normal..... | 97 | 73 | 24 | 25 | 151 | 133 | 18 | 12 | 113 | 100 | 13 | 12 | 123 | 110 | 13 | 11 | 129 | 120 | 9 | 7 |
| Bukidnon..... | 1,809 | 1,628 | 181 | 10 | 363 | 302 | 61 | 17 | 277 | 224 | 53 | 19 | 158 | 122 | 36 | 23 | 41 | 34 | 7 | 17 |
| Agusan..... | 2,822 | 2,420 | 402 | 14 | 686 | 561 | 125 | 18 | 539 | 454 | 85 | 16 | 230 | 172 | 58 | 25 | 76 | 53 | 23 | 30 |
| Ilocos Norte..... | 5,868 | 4,440 | 1,428 | 24 | 3,902 | 3,438 | 464 | 12 | 2,438 | 1,940 | 498 | 20 | 1,738 | 1,557 | 181 | 10 | 926 | 847 | 79 | 9 |
| Manila..... | 7,899 | 6,328 | 1,571 | 19 | 5,349 | 4,656 | 693 | 13 | 4,813 | 4,252 | 561 | 12 | 3,780 | 3,134 | 646 | 17 | 2,211 | 1,718 | 493 | 22 |
| Union..... | 4,487 | 3,829 | 658 | 15 | 2,970 | 2,577 | 393 | 13 | 2,592 | 2,172 | 420 | 16 | 2,232 | 1,829 | 403 | 18 | 898 | 724 | 174 | 19 |
| Batangas..... | 7,188 | 6,043 | 1,145 | 16 | 4,087 | 3,367 | 720 | 18 | 2,864 | 2,202 | 662 | 23 | 1,545 | 1,286 | 259 | 17 | 754 | 638 | 116 | 15 |
| Bulacan..... | 8,222 | 5,831 | 2,391 | 29 | 3,520 | 3,373 | 147 | 4 | 2,147 | 1,867 | 280 | 13 | 1,516 | 1,468 | 48 | 3 | 1,001 | 778 | 223 | 22 |
| Mountain..... | 8,848 | 3,896 | 952 | 20 | 1,269 | 1,097 | 172 | 14 | 562 | 452 | 110 | 20 | 406 | 340 | 66 | 16 | 181 | 162 | 19 | 11 |
| Rizal..... | 6,897 | 5,585 | 1,312 | 19 | 3,048 | 2,475 | 573 | 19 | 1,850 | 1,474 | 376 | 20 | 1,191 | 1,004 | 187 | 16 | 646 | 564 | 82 | 13 |
| Tayabas..... | 9,241 | 7,485 | 1,756 | 19 | 5,204 | 4,256 | 948 | 20 | 2,961 | 2,374 | 607 | 20 | 2,013 | 1,657 | 356 | 18 | 829 | 702 | 127 | 15 |
| Batanes..... | 20 | 365 | 77 | 17 | 223 | 163 | 60 | 27 | 167 | 137 | 30 | 18 | 110 | 93 | 17 | 15 | 53 | 37 | 16 | 30 |
| Cavite..... | 6,519 | 5,035 | 1,484 | 23 | 2,917 | 2,353 | 564 | 19 | 1,833 | 1,352 | 481 | 26 | 1,208 | 984 | 224 | 19 | 553 | 453 | 100 | 18 |
| Laguna..... | 7,615 | 5,686 | 1,929 | 25 | 3,617 | 2,985 | 632 | 19 | 2,290 | 1,898 | 452 | 20 | 1,296 | 1,086 | 211 | 16 | 749 | 608 | 141 | 19 |
| Mindanao and Sulu..... | 12,670 | 10,041 | 2,629 | 21 | 2,685 | 2,113 | 572 | 21 | 1,374 | 990 | 384 | 28 | 446 | 365 | 81 | 18 | 206 | 164 | 41 | 20 |
| Zambales..... | 5,263 | 4,122 | 1,141 | 22 | 1,417 | 1,143 | 274 | 19 | 994 | 784 | 210 | 21 | 621 | 519 | 102 | 16 | 331 | 255 | 76 | 23 |
| Cagayan..... | 7,354 | 5,636 | 1,718 | 24 | 3,075 | 2,872 | 703 | 23 | 1,812 | 1,454 | 358 | 21 | 1,338 | 1,062 | 286 | 21 | 688 | 565 | 133 | 19 |
| Capiz..... | 15,702 | 12,247 | 3,455 | 22 | 4,855 | 3,783 | 1,072 | 23 | 3,034 | 2,098 | 936 | 31 | 1,711 | 1,385 | 326 | 19 | 787 | 717 | 70 | 9 |
| Bohol..... | 15,788 | 12,073 | 3,715 | 24 | 7,775 | 6,203 | 1,572 | 20 | 4,208 | 3,165 | 1,043 | 25 | 2,285 | 1,756 | 529 | 23 | 1,019 | 846 | 173 | 17 |
| Cebu..... | 17,933 | 13,422 | 4,511 | 25 | 8,790 | 6,897 | 1,893 | 22 | 4,633 | 3,419 | 1,114 | 25 | 2,513 | 2,007 | 506 | 20 | 1,381 | 1,108 | 278 | 20 |
| Palawan..... | 1,965 | 1,453 | 512 | 26 | 956 | 752 | 204 | 21 | 619 | 480 | 139 | 23 | 238 | 195 | 43 | 18 | 113 | 103 | 10 | 9 |
| Pangasinan..... | 17,269 | 12,780 | 4,489 | 26 | 8,813 | 6,915 | 1,898 | 22 | 6,106 | 4,666 | 1,440 | 24 | 3,896 | 3,118 | 778 | 20 | 1,713 | 1,383 | 380 | 22 |
| Tarlac..... | 7,638 | 5,575 | 2,063 | 27 | 2,862 | 2,236 | 626 | 22 | 1,896 | 1,469 | 427 | 23 | 1,107 | 955 | 152 | 14 | 567 | 499 | 68 | 12 |
| Nueva Ecija..... | 8,413 | 6,101 | 2,312 | 28 | 3,088 | 2,394 | 694 | 23 | 1,897 | 1,485 | 412 | 22 | 1,124 | 931 | 193 | 17 | 579 | 455 | 124 | 21 |

| | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|---------|---------|--------|----|---------|---------|--------|----|--------|--------|--------|----|--------|--------|--------|----|--------|--------|-------|----|
| Bataan..... | 25 | 1,456 | 1,030 | 428 | 29 | 901 | 682 | 219 | 24 | 422 | 314 | 108 | 26 | 371 | 315 | 56 | 15 | 150 | 124 | 26 | 17 |
| Iloilo..... | 25 | 15,445 | 11,235 | 4,210 | 27 | 7,042 | 5,543 | 1,499 | 21 | 4,468 | 3,221 | 1,247 | 28 | 3,167 | 2,449 | 718 | 23 | 1,796 | 1,365 | 433 | 24 |
| Misamis..... | 25 | 4,672 | 3,619 | 1,053 | 23 | 2,361 | 1,687 | 664 | 28 | 1,213 | 846 | 368 | 30 | 827 | 636 | 192 | 23 | 309 | 224 | 85 | 28 |
| Surigao..... | 25 | 6,245 | 4,704 | 1,541 | 25 | 2,005 | 1,500 | 505 | 25 | 912 | 620 | 292 | 32 | 611 | 493 | 118 | 19 | 242 | 182 | 60 | 25 |
| Nueva Vizcaya..... | 26 | 862 | 587 | 275 | 32 | 632 | 477 | 155 | 25 | 520 | 388 | 132 | 25 | 547 | 436 | 111 | 20 | 185 | 139 | 46 | 25 |
| Albay..... | 27 | 6,684 | 4,716 | 1,918 | 29 | 3,568 | 2,704 | 864 | 24 | 2,487 | 1,808 | 681 | 27 | 1,684 | 1,210 | 374 | 24 | 801 | 555 | 246 | 31 |
| Mindoro..... | 27 | 3,120 | 2,174 | 946 | 30 | 1,212 | 903 | 309 | 25 | 630 | 488 | 142 | 23 | 378 | 312 | 66 | 18 | 165 | 129 | 76 | 17 |
| Oriental Negros..... | 28 | 12,329 | 8,664 | 3,665 | 30 | 4,572 | 3,292 | 1,290 | 28 | 2,470 | 1,690 | 780 | 32 | 1,370 | 1,111 | 259 | 19 | 500 | 338 | 112 | 22 |
| Antique..... | 29 | 4,566 | 2,932 | 1,634 | 36 | 2,172 | 1,592 | 580 | 27 | 1,478 | 1,084 | 384 | 26 | 800 | 723 | 177 | 20 | 286 | 339 | 156 | 14 |
| Pampanga..... | 29 | 8,783 | 5,642 | 3,141 | 36 | 3,441 | 2,566 | 875 | 25 | 2,197 | 1,601 | 596 | 27 | 1,402 | 1,126 | 276 | 20 | 740 | 618 | 122 | 17 |
| Sorsogon..... | 30 | 10,218 | 7,185 | 3,033 | 30 | 2,857 | 1,971 | 886 | 31 | 1,644 | 1,104 | 540 | 33 | 940 | 671 | 269 | 29 | 424 | 328 | 96 | 28 |
| Camarines..... | 31 | 7,258 | 4,686 | 2,602 | 36 | 3,568 | 2,573 | 995 | 28 | 1,813 | 1,313 | 502 | 28 | 1,159 | 945 | 224 | 19 | 521 | 365 | 156 | 30 |
| Leyte..... | 31 | 20,830 | 15,067 | 6,773 | 28 | 9,552 | 5,943 | 3,649 | 28 | 3,865 | 2,713 | 1,761 | 38 | 2,516 | 1,845 | 664 | 26 | 1,064 | 822 | 242 | 23 |
| Occidental Negros..... | 32 | 9,616 | 5,910 | 3,706 | 39 | 5,633 | 3,360 | 1,833 | 29 | 3,685 | 2,626 | 1,031 | 28 | 2,349 | 1,748 | 601 | 26 | 964 | 718 | 246 | 26 |
| Samar..... | 33 | 16,415 | 11,300 | 5,115 | 31 | 4,767 | 3,030 | 1,737 | 36 | 1,860 | 1,186 | 714 | 39 | 1,362 | 909 | 453 | 33 | 625 | 413 | 212 | 34 |
| Isabela..... | 34 | 4,308 | 2,823 | 1,485 | 34 | 1,503 | 974 | 529 | 35 | 996 | 664 | 332 | 33 | 773 | 494 | 279 | 36 | 254 | 165 | 89 | 35 |
| Total..... | 24 | 324,478 | 240,944 | 88,534 | 26 | 142,353 | 110,257 | 32,096 | 23 | 86,894 | 65,700 | 21,194 | 24 | 55,735 | 44,989 | 10,796 | 19 | 28,539 | 21,176 | 5,363 | 20 |

No. 4.—Enrolment, pupils dropped, and percentages of pupils dropped—Continued.

| Division. | Grade VI. | | | Grade VII. | | | First year. | | | Second year. | | | Third year. | | | Fourth year. | | |
|------------------------|-------------------|------------------|---------------------------|-------------|-------------------|------------------|---------------------------|-------------|-------------------|------------------|---------------------------|-------------|-------------------|------------------|---------------------------|--------------|-------------------|------------------|
| | Annual enrolment. | March enrolment. | Number of pupils dropped. | Percentage. | Annual enrolment. | March enrolment. | Number of pupils dropped. | Percentage. | Annual enrolment. | March enrolment. | Number of pupils dropped. | Percentage. | Annual enrolment. | March enrolment. | Number of pupils dropped. | Percentage. | Annual enrolment. | March enrolment. |
| Ilocos Sur..... | 638 | 555 | 83 | 13 | 634 | 561 | 73 | 12 | 370 | 322 | 48 | 13 | 133 | 117 | 16 | 12 | 63 | 60 |
| Normal..... | 122 | 100 | 22 | 18 | 112 | 97 | 15 | 13 | 97 | 86 | 12 | 12 | 236 | 216 | 20 | 9 | 147 | 135 |
| Bukidnon..... | 9 | 3 | 6 | 67 | 17 | 16 | 1 | 6 | 264 | 224 | 40 | 15 | 80 | 74 | 6 | 8 | 24 | 24 |
| Agusan..... | 30 | 23 | 7 | 23 | 573 | 524 | 49 | 9 | 1,097 | 820 | 277 | 25 | 486 | 355 | 131 | 25 | 277 | 237 |
| Ilocos Norte..... | 685 | 634 | 51 | 7 | 673 | 624 | 49 | 7 | 1,097 | 820 | 277 | 25 | 486 | 355 | 131 | 25 | 277 | 237 |
| Manila..... | 1,130 | 982 | 148 | 13 | 982 | 820 | 162 | 16 | 1,097 | 820 | 277 | 25 | 486 | 355 | 131 | 25 | 277 | 237 |
| Union..... | 640 | 547 | 93 | 15 | 499 | 435 | 64 | 13 | 265 | 190 | 75 | 28 | 81 | 59 | 22 | 27 | 58 | 46 |
| Batangas..... | 449 | 373 | 76 | 17 | 322 | 264 | 58 | 18 | 152 | 110 | 42 | 28 | 68 | 53 | 15 | 22 | 42 | 40 |
| Bulacan..... | 505 | 444 | 61 | 12 | 405 | 364 | 41 | 10 | 144 | 111 | 33 | 23 | 66 | 55 | 11 | 17 | 43 | 41 |
| Mountain..... | 166 | 140 | 26 | 16 | 136 | 114 | 22 | 16 | 53 | 36 | 17 | 32 | 32 | 22 | 10 | 3 | 24 | 23 |
| Rizal..... | 446 | 406 | 40 | 9 | 284 | 256 | 28 | 10 | 106 | 88 | 18 | 17 | 83 | 30 | 3 | 9 | 40 | 34 |
| Tayabas..... | 586 | 496 | 90 | 16 | 438 | 397 | 41 | 9 | 151 | 130 | 21 | 14 | 66 | 57 | 9 | 14 | 42 | 41 |
| Batanes..... | 35 | 30 | 5 | 14 | 20 | 16 | 4 | 20 | 84 | 75 | 9 | 11 | 23 | 22 | 1 | 4 | 30 | 27 |
| Cavite..... | 275 | 241 | 34 | 12 | 206 | 183 | 23 | 11 | 168 | 137 | 31 | 19 | 73 | 67 | 6 | 8 | 47 | 47 |
| Laguna..... | 642 | 565 | 77 | 12 | 438 | 377 | 61 | 14 | 168 | 137 | 31 | 19 | 73 | 67 | 6 | 8 | 39 | 37 |
| Mindanao and Sulu..... | 112 | 91 | 21 | 19 | 94 | 78 | 16 | 17 | 23 | 12 | 11 | 48 | 46 | 34 | 12 | 26 | 24 | 19 |
| Zambales..... | 257 | 199 | 58 | 23 | 195 | 151 | 44 | 23 | 107 | 77 | 30 | 28 | 46 | 24 | 5 | 19 | 28 | 27 |
| Agayan..... | 351 | 294 | 57 | 16 | 252 | 211 | 41 | 16 | 82 | 69 | 13 | 16 | 27 | 22 | 5 | 19 | 28 | 27 |
| Capiz..... | 506 | 456 | 50 | 10 | 457 | 356 | 102 | 22 | 111 | 96 | 16 | 14 | 53 | 47 | 6 | 11 | 29 | 29 |
| Bohol..... | 869 | 606 | 263 | 30 | 571 | 497 | 74 | 13 | 123 | 84 | 39 | 32 | 26 | 22 | 4 | 15 | 26 | 24 |
| Cebu..... | 827 | 702 | 125 | 15 | 628 | 530 | 98 | 16 | 312 | 242 | 70 | 22 | 86 | 81 | 5 | 6 | 51 | 47 |
| Palawan..... | 47 | 44 | 3 | 6 | 38 | 33 | 5 | 13 | 28 | 26 | 2 | 7 | 143 | 131 | 12 | 8 | 91 | 79 |
| Pangasinan..... | 1,191 | 1,014 | 177 | 15 | 966 | 790 | 166 | 17 | 441 | 320 | 121 | 27 | 143 | 131 | 12 | 8 | 91 | 79 |
| Tarlac..... | 386 | 341 | 45 | 12 | 281 | 238 | 43 | 15 | 134 | 116 | 18 | 13 | 47 | 41 | 6 | 13 | 31 | 26 |
| Nueva Ecija..... | 403 | 321 | 82 | 20 | 311 | 259 | 52 | 17 | 336 | 227 | 109 | 32 | 61 | 60 | 1 | 2 | 28 | 26 |
| Bataan..... | 105 | 98 | 7 | 7 | 75 | 67 | 8 | 11 | 53 | 42 | 11 | 21 | 23 | 14 | 9 | 39 | 39 | 39 |
| Iloilo..... | 1,229 | 1,035 | 194 | 16 | 891 | 733 | 158 | 18 | 407 | 319 | 88 | 22 | 114 | 93 | 21 | 18 | 86 | 80 |
| Misamis..... | 143 | 118 | 25 | 18 | 111 | 93 | 18 | 16 | 24 | 20 | 4 | 17 | 114 | 93 | 21 | 18 | 86 | 80 |
| Surigao..... | 106 | 87 | 18 | 17 | 72 | 57 | 15 | 21 | 24 | 17 | 7 | 29 | 20 | 14 | 6 | 30 | 20 | 14 |
| Nueva Vizcaya..... | 169 | 129 | 40 | 24 | 125 | 105 | 20 | 16 | 103 | 63 | 40 | 39 | 25 | 21 | 4 | 16 | 20 | 14 |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|--------|--------|-------|----|--------|--------|-------|----|-------|-------|-------|----|-------|-------|-----|----|-------|-------|-----|----|-------|-----|----|---|
| Albay | 473 | 378 | 96 | 20 | 281 | 217 | 64 | 23 | 166 | 125 | 41 | 25 | 55 | 42 | 13 | 24 | 42 | 37 | 5 | 12 | 22 | 21 | 1 | 5 |
| Mindoro | 89 | 88 | 1 | 1 | 33 | 24 | 9 | 27 | 27 | 20 | 7 | 26 | | | | | | | | | | | | |
| Oriental Negros | 354 | 297 | 57 | 16 | 209 | 182 | 27 | 13 | 34 | 26 | 8 | 24 | 19 | 18 | 1 | 5 | 14 | 8 | 6 | 43 | | | | |
| Antique | 228 | 192 | 36 | 16 | 169 | 154 | 15 | 9 | 84 | 55 | 29 | 35 | 21 | 17 | 4 | 19 | | | | | | | | |
| Pampanga | 473 | 406 | 67 | 14 | 434 | 385 | 49 | 11 | 124 | 106 | 18 | 15 | 67 | 58 | 9 | 13 | 39 | 36 | 3 | 8 | 40 | 38 | 2 | 5 |
| Sorsogon | 257 | 208 | 49 | 19 | 220 | 190 | 30 | 14 | 118 | 91 | 27 | 23 | 23 | 21 | 2 | 9 | | | | | | | | |
| Camarines | 417 | 287 | 130 | 31 | 804 | 213 | 91 | 30 | 161 | 86 | 65 | 43 | 52 | 37 | 15 | 29 | 38 | 32 | 6 | 16 | 25 | 23 | 2 | 8 |
| Leyte | 921 | 723 | 198 | 22 | 564 | 491 | 73 | 13 | 258 | 206 | 62 | 20 | 60 | 55 | 5 | 8 | 42 | 40 | 2 | 5 | | | | |
| Occidental Negros | 671 | 526 | 146 | 22 | 435 | 371 | 64 | 15 | 120 | 83 | 37 | 31 | 65 | 52 | 13 | 20 | 37 | 32 | 5 | 14 | 37 | 34 | 3 | 8 |
| Samar | 375 | 287 | 88 | 24 | 208 | 161 | 42 | 21 | 50 | 43 | 7 | 14 | 25 | 21 | 4 | 16 | | | | | | | | |
| Isabela | 177 | 136 | 42 | 24 | 143 | 112 | 31 | 22 | 79 | 63 | 16 | 20 | 40 | 35 | 5 | 13 | 26 | 22 | 4 | 15 | | | | |
| Total | 17,553 | 14,556 | 2,997 | 17 | 12,988 | 10,984 | 2,004 | 15 | 6,470 | 4,961 | 1,509 | 23 | 2,423 | 2,027 | 396 | 16 | 1,517 | 1,359 | 158 | 10 | 1,022 | 983 | 89 | 9 |

In this table, the school divisions are listed in order according to the percentage of all pupils who withdrew from school during 1916-17, the division that lost the smallest proportion of its pupils being placed first. Had the percentages of pupils of any one grade who withdrew during the year been taken as the basis for listing the divisions, a different order would have been obtained.

The above data do not indicate an advance in holding pupils in school throughout the year; in fact, in most of the grades, a slightly larger percentage of pupils left school during 1916-17 than during 1915-16. Further improvement, however, is possible.

While a number of factors affect the withdrawal of pupils and while conditions in different divisions vary, yet, the divergence among divisions in the per cent of pupils who leave school and thus fail of promotion is too great. The median percentage of withdrawals is 23, and all divisions should attempt to reach at least that standard.

The study of the causes of the great differences in the percentages of pupils who withdraw from the several grades in the division, and of the variations among schools in this respect, would prove interesting and profitable.

No. 5.—Percentages of pupils promoted.

The following table shows, by divisions and for the Islands, the percentages, by grades and sexes, of pupils promoted, based on annual enrolment and on pupils examined, for the school years, 1915-16 and 1916-17.

| Division. | Grade I. | | | | Grade II. | | | | Grade III. | | | |
|--------------|-------------|---------|-------------------|---------|-------------------|---------|-------------------|---------|-------------------|---------|-------------------|---------|
| | All grades. | | 1916-17 | | 1915-16 | | 1916-17 | | 1915-16 | | 1916-17 | |
| | 1916-17 | | Annual enrolment. | | Annual enrolment. | | Annual enrolment. | | Annual enrolment. | | Annual enrolment. | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| Normal | 78 | 77 | 78 | 57 | 83 | 70 | 61 | 67 | 70 | 86 | 76 | 72 |
| Manila | 68 | 67 | 68 | 72 | 63 | 79 | 82 | 72 | 80 | 83 | 112 | 12 |
| Ilocos Norte | 66 | 66 | 66 | 56 | 56 | 76 | 50 | 50 | 65 | 65 | 72 | 173 |
| Bulacan | 65 | 64 | 65 | 50 | 49 | 72 | 73 | 32 | 29 | 40 | 37 | 116 |
| Batanga | 65 | 60 | 63 | 56 | 52 | 77 | 77 | 28 | 27 | 67 | 65 | 79 |
| Pampanga | 62 | 58 | 61 | 55 | 50 | 78 | 76 | 33 | 30 | 46 | 43 | 88 |
| Bataan | 58 | 57 | 58 | 37 | 42 | 79 | 82 | 31 | 36 | 50 | 47 | 67 |
| Ilocos Sur | 58 | 59 | 58 | 53 | 51 | 64 | 66 | 42 | 42 | 48 | 66 | 72 |
| Rizal | 59 | 57 | 58 | 51 | 63 | 65 | 33 | 49 | 47 | 72 | 74 | 81 |
| Batanes | 54 | 61 | 56 | 41 | 44 | 51 | 53 | 35 | 29 | 49 | 39 | 54 |
| Laguna | 54 | 56 | 55 | 46 | 47 | 62 | 63 | 28 | 29 | 38 | 39 | 59 |
| Albay | 52 | 55 | 53 | 48 | 52 | 72 | 77 | 42 | 43 | 64 | 63 | 57 |
| Cebu | 51 | 51 | 51 | 42 | 41 | 60 | 59 | 36 | 51 | 50 | 57 | 60 |
| Bohol | 48 | 48 | 48 | 52 | 49 | 43 | 53 | 56 | 55 | 63 | 69 | 75 |
| Iloilo | 48 | 50 | 49 | 37 | 41 | 60 | 64 | 27 | 29 | 37 | 39 | 56 |
| Tayabas | 49 | 50 | 49 | 41 | 41 | 53 | 53 | 33 | 34 | 41 | 43 | 57 |
| Cavite | 48 | 47 | 48 | 42 | 40 | 60 | 59 | 42 | 42 | 51 | 49 | 66 |
| Leyte | 46 | 49 | 47 | 40 | 44 | 64 | 69 | 36 | 38 | 46 | 45 | 54 |
| Antique | 45 | 46 | 46 | 35 | 38 | 59 | 63 | 29 | 29 | 46 | 45 | 58 |
| Palawan | 45 | 47 | 46 | 35 | 37 | 53 | 53 | 30 | 34 | 40 | 43 | 72 |

* Percentage passed March enrolment.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|
| Cagayan | 45 | 44 | 45 | 36 | 37 | 59 | 60 | 29 | 28 | 37 | 36 | 55 | 66 | 76 | 70 | 38 | 44 | 49 | 53 | 67 | 75 | 74 | 80 | 40 | 45 | 51 | 55 |
| Misamis | 45 | 45 | 45 | 38 | 37 | 58 | 53 | 25 | 24 | 36 | 32 | 52 | 56 | 73 | 73 | 39 | 39 | 62 | 70 | 82 | 57 | 72 | 79 | 42 | 42 | 67 | 73 |
| Oriental Negros | 45 | 45 | 45 | 39 | 40 | 58 | 57 | 25 | 25 | 34 | 35 | 56 | 67 | 66 | 67 | 32 | 39 | 54 | 51 | 82 | 68 | 70 | 69 | 37 | 42 | 48 | 56 |
| Pangasinan | 46 | 45 | 45 | 36 | 34 | 56 | 56 | 25 | 31 | 45 | 42 | 55 | 53 | 72 | 72 | 32 | 50 | 62 | 64 | 47 | 52 | 63 | 75 | 47 | 49 | 58 | 64 |
| Tarlac | 46 | 42 | 45 | 32 | 31 | 66 | 75 | 22 | 19 | 28 | 25 | 51 | 57 | 71 | 73 | 44 | 52 | 52 | 55 | 63 | 58 | 63 | 78 | 56 | 43 | 54 | 57 |
| Union | 45 | 44 | 45 | 42 | 42 | 55 | 54 | 45 | 43 | 52 | 52 | 60 | 60 | 69 | 70 | 61 | 66 | 67 | 72 | 39 | 42 | 47 | 51 | 82 | 64 | 69 | 71 |
| Zambales | 47 | 43 | 45 | 30 | 30 | 62 | 65 | 17 | 18 | 23 | 24 | 74 | 78 | 80 | 84 | 52 | 52 | 45 | 67 | 68 | 70 | 79 | 74 | 90 | 55 | 69 | 74 |
| Camarines | 43 | 45 | 44 | 33 | 35 | 68 | 76 | 32 | 32 | 61 | 62 | 51 | 53 | 75 | 73 | 49 | 53 | 55 | 80 | 52 | 58 | 73 | 81 | 45 | 53 | 72 | 75 |
| Nueva Vizcaya | 43 | 46 | 44 | 41 | 39 | 68 | 77 | 30 | 34 | 45 | 52 | 45 | 48 | 58 | 66 | 46 | 42 | 56 | 55 | 43 | 53 | 67 | 74 | 53 | 52 | 68 | 65 |
| Occidental Negros | 44 | 44 | 44 | 37 | 37 | 66 | 67 | 37 | 38 | 59 | 62 | 47 | 49 | 67 | 69 | 49 | 48 | 69 | 71 | 46 | 46 | 64 | 64 | 49 | 46 | 65 | 66 |
| Mindoro | 45 | 44 | 43 | 32 | 35 | 43 | 47 | 28 | 28 | 36 | 36 | 72 | 66 | 70 | 69 | 48 | 57 | 54 | 65 | 73 | 62 | 67 | 69 | 50 | 62 | 65 | 71 |
| Nueva Ecija | 44 | 41 | 43 | 32 | 28 | 51 | 46 | 22 | 19 | 31 | 29 | 62 | 82 | 68 | 95 | 45 | 39 | 50 | 52 | 63 | 108 | 69 | 71 | 40 | 38 | 52 | 53 |
| Capiz | 42 | 39 | 41 | 30 | 28 | 53 | 51 | 30 | 19 | 24 | 24 | 56 | 62 | 77 | 83 | 45 | 44 | 74 | 67 | 59 | 91 | 81 | 78 | 39 | 39 | 73 | 71 |
| Mountain | 41 | 39 | 40 | 41 | 27 | 41 | 38 | 30 | 22 | 37 | 27 | 57 | 63 | 67 | 71 | 54 | 36 | 67 | 61 | 64 | 66 | 70 | 69 | 57 | 57 | 67 | 73 |
| Surigao | 38 | 38 | 38 | 34 | 33 | 54 | 51 | 23 | 24 | 37 | 36 | 77 | 82 | 63 | 66 | 37 | 37 | 51 | 52 | 61 | 63 | 66 | 66 | 32 | 42 | 49 | 61 |
| Bukidnon | 37 | 38 | 37 | 32 | 31 | 39 | 36 | 23 | 23 | 28 | 27 | 50 | 63 | 60 | 71 | 47 | 48 | 57 | 60 | 53 | 55 | 66 | 61 | 46 | 56 | 60 | 71 |
| Sorsogon | 36 | 37 | 37 | 26 | 29 | 41 | 44 | 25 | 31 | 44 | 48 | 48 | 50 | 68 | 74 | 43 | 47 | 54 | 58 | 54 | 58 | 80 | 81 | 39 | 47 | 54 | 58 |
| Agusan | 37 | 35 | 36 | 29 | 27 | 49 | 45 | 20 | 19 | 42 | 43 | 48 | 53 | 70 | 68 | 45 | 32 | 54 | 66 | 53 | 56 | 68 | 63 | 31 | 45 | 50 | 52 |
| Isabela | 36 | 34 | 35 | 30 | 25 | 75 | 70 | 24 | 24 | 37 | 39 | 41 | 48 | 73 | 75 | 37 | 38 | 56 | 68 | 41 | 51 | 66 | 79 | 36 | 47 | 53 | 64 |
| Samar | 34 | 35 | 34 | 29 | 31 | 81 | 80 | 24 | 24 | 36 | 33 | 44 | 51 | 99 | 99 | 41 | 43 | 58 | 58 | 42 | 58 | 96 | 96 | 44 | 49 | 68 | 66 |
| Mindanao and Sulu | 34 | 35 | 34 | 27 | 28 | 40 | 39 | 30 | 26 | 43 | 36 | 48 | 51 | 63 | 62 | 42 | 48 | 55 | 59 | 42 | 49 | 61 | 67 | 39 | 36 | 50 | 52 |
| Total | 49 | 49 | 49 | 39 | 39 | 60 | 62 | 32 | 32 | 43 | 44 | 61 | 65 | 75 | 78 | 51 | 52 | 65 | 68 | 59 | 63 | 73 | 76 | 49 | 51 | 65 | 68 |

No. 5.—Percentages of pupils promoted—Continued.

| Division. | Grade IV. | | | | | | Grade V. | | | | | | Grade VI. | | | | | | Grade VII. | | | | | |
|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|
| | 1916-17 | | | 1915-16 | | | 1914-15 | | | 1913-16 | | | 1912-13 | | | 1911-12 | | | 1910-11 | | | 1909-10 | | |
| | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. | Annual enrolment. | | Pupils in- ned. |
| | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | |
| Normal | 69 | 58 | 77 | 66 | 74 | 78 | 62 | 74 | 78 | 62 | 74 | 78 | 62 | 74 | 78 | 62 | 74 | 78 | 62 | 74 | 78 | 62 | 74 | 78 |
| Manila | 74 | 77 | 80 | 89 | 73 | 74 | 64 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 |
| Ilocos Norte | 67 | 73 | 77 | 79 | 64 | 64 | 71 | 69 | 77 | 74 | 86 | 80 | 83 | 79 | 89 | 73 | 78 | 79 | 81 | 90 | 71 | 86 | 79 | 91 |
| Bulacan | 85 | 89 | 83 | 83 | 82 | 56 | 74 | 70 | 66 | 70 | 87 | 90 | 56 | 69 | 73 | 78 | 79 | 79 | 81 | 90 | 71 | 86 | 79 | 91 |
| Batangas | 79 | 79 | 86 | 57 | 59 | 53 | 79 | 76 | 77 | 72 | 87 | 91 | 71 | 74 | 84 | 89 | 75 | 86 | 87 | 93 | 75 | 83 | 83 | 95 |
| Pampanga | 62 | 74 | 78 | 53 | 51 | 72 | 67 | 67 | 73 | 68 | 87 | 84 | 68 | 71 | 86 | 87 | 78 | 78 | 91 | 90 | 79 | 79 | 88 | 93 |
| Bataan | 67 | 64 | 71 | 67 | 56 | 55 | 71 | 73 | 79 | 68 | 91 | 100 | 61 | 76 | 83 | 87 | 90 | 87 | 91 | 93 | 80 | 87 | 91 | 93 |
| Ilocos Sur | 43 | 40 | 50 | 51 | 54 | 51 | 64 | 57 | 65 | 69 | 81 | 76 | 76 | 83 | 87 | 90 | 64 | 85 | 79 | 90 | 87 | 91 | 93 | 97 |
| Rizal | 68 | 64 | 79 | 79 | 64 | 67 | 81 | 86 | 73 | 78 | 83 | 92 | 74 | 100 | 79 | 100 | 77 | 87 | 85 | 96 | 59 | 80 | 71 | 96 |
| Batanes | 64 | 85 | 75 | 89 | 64 | 50 | 83 | 67 | 65 | 50 | 92 | 100 | 67 | 69 | 75 | 75 | 80 | 100 | 96 | 100 | 78 | 82 | 84 | 89 |
| Laguna | 56 | 65 | 71 | 76 | 52 | 51 | 69 | 64 | 61 | 56 | 76 | 90 | 71 | 79 | 83 | 91 | 66 | 82 | 77 | 89 | 72 | 75 | 83 | 84 |
| Albay | 47 | 50 | 62 | 65 | 49 | 56 | 66 | 63 | 64 | 67 | 72 | 72 | 56 | 73 | 79 | 88 | 71 | 89 | 89 | 90 | 68 | 77 | 85 | 84 |
| Cebu | 58 | 65 | 74 | 80 | 63 | 66 | 81 | 81 | 82 | 74 | 80 | 88 | 65 | 72 | 73 | 88 | 71 | 79 | 85 | 90 | 75 | 82 | 88 | 89 |
| Bohol | 55 | 53 | 71 | 66 | 50 | 49 | 62 | 69 | 70 | 71 | 85 | 83 | 72 | 70 | 84 | 84 | 59 | 52 | 73 | 69 | 78 | 81 | 88 | 71 |
| Iloilo | 55 | 56 | 73 | 74 | 47 | 46 | 66 | 69 | 65 | 68 | 86 | 87 | 55 | 64 | 73 | 82 | 64 | 79 | 78 | 89 | 59 | 66 | 73 | 80 |
| Tayabas | 46 | 44 | 62 | 68 | 41 | 39 | 56 | 53 | 60 | 71 | 78 | 78 | 61 | 62 | 77 | 80 | 68 | 74 | 76 | 63 | 70 | 75 | 82 | 82 |
| Cavite | 54 | 58 | 71 | 80 | 52 | 53 | 70 | 73 | 66 | 76 | 87 | 91 | 57 | 59 | 65 | 72 | 72 | 72 | 77 | 81 | 70 | 76 | 83 | 81 |
| Leyte | 62 | 62 | 83 | 83 | 48 | 53 | 73 | 73 | 66 | 76 | 87 | 96 | 65 | 62 | 83 | 83 | 72 | 77 | 91 | 83 | 70 | 71 | 88 | 76 |
| Antique | 58 | 55 | 64 | 63 | 51 | 54 | 77 | 74 | 72 | 82 | 85 | 67 | 81 | 78 | 77 | 89 | 100 | 88 | 100 | 82 | 67 | 90 | 100 | 96 |
| Palawan | 47 | 66 | 75 | 81 | 54 | 44 | 65 | 61 | 88 | 76 | 94 | 93 | 54 | 38 | 89 | 60 | 82 | 100 | 88 | 100 | 82 | 67 | 90 | 100 |
| Cagayan | 48 | 49 | 58 | 57 | 37 | 42 | 52 | 50 | 57 | 67 | 73 | 80 | 36 | 49 | 46 | 54 | 64 | 76 | 75 | 74 | 44 | 56 | 61 | 66 |
| Misamis | 50 | 47 | 64 | 58 | 31 | 38 | 58 | 57 | 51 | 66 | 66 | 51 | 66 | 66 | 51 | 66 | 64 | 72 | 50 | 85 | 77 | 64 | 76 | 89 |
| Oriental Negros | 62 | 60 | 61 | 58 | 59 | 50 | 77 | 65 | 58 | 58 | 83 | 79 | 64 | 65 | 81 | 76 | 80 | 89 | 91 | 61 | 78 | 80 | 89 | 91 |
| Pangasinan | 44 | 44 | 57 | 60 | 50 | 46 | 62 | 59 | 52 | 61 | 68 | 76 | 61 | 70 | 76 | 86 | 59 | 72 | 70 | 84 | 65 | 72 | 75 | 84 |
| Tarlac | 63 | 70 | 71 | 78 | 58 | 50 | 68 | 61 | 70 | 70 | 80 | 83 | 64 | 81 | 78 | 97 | 74 | 88 | 85 | 85 | 72 | 85 | 91 | 96 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|-----|----|-----|----|-----|-----|-----|----|-----|----|-----|-----|-----|-----|-----|
| Union | 33 | 29 | 45 | 42 | 43 | 48 | 49 | 56 | 43 | 48 | 55 | 58 | 96 | 68 | 72 | 78 | 54 | 56 | 65 | 61 | 75 | 79 | 90 | 91 | 52 | 53 | 61 | 57 | 71 | 96 | 79 | 91 |
| Zambales | 70 | 73 | 78 | 78 | 61 | 69 | 80 | 87 | 72 | 81 | 78 | 96 | 57 | 67 | 73 | 81 | 73 | 75 | 87 | 84 | 56 | 66 | 74 | 87 | 73 | 90 | 88 | 85 | 45 | 57 | 53 | 70 |
| Camarines | 53 | 53 | 78 | 78 | 41 | 47 | 67 | 68 | 53 | 62 | 78 | 82 | 96 | 70 | 81 | 90 | 56 | 70 | 86 | 92 | 67 | 69 | 89 | 86 | 56 | 72 | 84 | 92 | 66 | 74 | 88 | 83 |
| Nueva Vizcaya | 37 | 40 | 48 | 48 | 20 | 15 | 25 | 12 | 33 | 50 | 54 | 65 | 38 | 51 | 51 | 63 | 48 | 65 | 67 | 75 | 46 | 60 | 58 | 72 | 58 | 63 | 70 | 69 | 59 | 74 | 73 | 85 |
| Occidental Negros | 48 | 46 | 65 | 63 | 39 | 41 | 52 | 56 | 49 | 58 | 69 | 72 | 61 | 66 | 78 | 87 | 64 | 61 | 72 | 71 | 73 | 78 | 86 | 93 | 61 | 58 | 71 | 66 | 74 | 86 | 84 | 94 |
| Mindoro | 64 | 60 | 77 | 73 | 49 | 57 | 66 | 81 | 67 | 66 | 80 | 79 | 76 | 85 | 89 | 96 | 83 | 100 | 92 | 100 | 89 | 57 | 93 | 80 | 61 | 100 | 86 | 100 | 92 | 100 | 100 | 100 |
| Nueva Ecija | 59 | 64 | 63 | 73 | 41 | 37 | 53 | 54 | 57 | 72 | 77 | 96 | 55 | 52 | 76 | 82 | 60 | 68 | 78 | 84 | 49 | 60 | 70 | 70 | 61 | 69 | 78 | 74 | 55 | 78 | 70 | 91 |
| Capiz | 49 | 49 | 67 | 65 | 55 | 44 | 72 | 68 | 73 | 46 | 80 | 82 | 59 | 81 | 63 | 72 | 81 | 82 | 90 | 84 | 75 | 61 | 84 | 73 | 60 | 76 | 85 | 94 | 66 | 68 | 73 | 75 |
| Mountain | 54 | 55 | 64 | 65 | 48 | 47 | 58 | 54 | 73 | 84 | 63 | 83 | 78 | 82 | 88 | 57 | 75 | 59 | 82 | 70 | 73 | 68 | 82 | 65 | 72 | 62 | 87 | 72 | 71 | 57 | 80 | 62 |
| Surigao | 46 | 31 | 56 | 61 | 34 | 35 | 49 | 48 | 49 | 50 | 76 | 73 | 35 | 22 | 49 | 28 | 57 | 75 | 71 | 84 | 32 | 58 | 40 | 63 | 55 | 52 | 70 | 68 | 59 | 68 | 61 | 76 |
| Bukidnon | 23 | 23 | 31 | 37 | 37 | 62 | 50 | 67 | 47 | 57 | 55 | 80 | 38 | 92 | 82 | 56 | 56 | 62 | 80 | 60 | 25 | 100 | 100 | 82 | 74 | 79 | 86 | 89 | 70 | 75 | 84 | 81 |
| Sorsogon | 48 | 50 | 69 | 69 | 45 | 50 | 70 | 70 | 57 | 62 | 75 | 75 | 45 | 58 | 64 | 82 | 65 | 69 | 82 | 100 | 92 | 100 | 100 | 100 | 69 | 100 | 75 | 100 | 100 | 100 | 100 | 100 |
| Agusan | 34 | 43 | 51 | 54 | 40 | 36 | 66 | 53 | 56 | 53 | 89 | 106 | 67 | 63 | 71 | 80 | 82 | 75 | 84 | 100 | 92 | 100 | 100 | 72 | 64 | 77 | 82 | 91 | 53 | 77 | 71 | 79 |
| Isabela | 35 | 48 | 60 | 68 | 25 | 34 | 44 | 57 | 44 | 45 | 70 | 65 | 42 | 59 | 58 | 71 | 52 | 66 | 68 | 75 | 44 | 53 | 60 | 72 | 67 | 63 | 66 | 81 | 81 | 69 | 54 | 77 |
| Samar | 44 | 47 | 68 | 64 | 39 | 46 | 69 | 70 | 46 | 50 | 75 | 70 | 45 | 50 | 73 | 70 | 56 | 63 | 73 | 84 | 50 | 60 | 72 | 67 | 63 | 66 | 81 | 81 | 69 | 54 | 77 | 66 |
| Mindanao and Sulu | 55 | 61 | 69 | 71 | 51 | 46 | 67 | 62 | 63 | 67 | 82 | 96 | 57 | 72 | 75 | 92 | 72 | 82 | 89 | 100 | 67 | 52 | 81 | 68 | 78 | 70 | 89 | 100 | 73 | 62 | 91 | 90 |
| Total | 55 | 56 | 68 | 68 | 50 | 50 | 66 | 66 | 61 | 67 | 79 | 81 | 60 | 67 | 75 | 81 | 65 | 72 | 80 | 84 | 66 | 72 | 80 | 84 | 67 | 73 | 81 | 84 | 68 | 76 | 80 | 86 |

No. 5.—Percentages of pupils promoted—Continued.

| Division. | First year. | | | | | | Second year. | | | | | | Third year. | | | | | | Fourth year. | | | | | |
|-----------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|--------------------------|---------|-------------------|
| | 1916-17 | | | 1915-16 | | | 1916-17 | | | 1915-16 | | | 1916-17 | | | 1915-16 | | | 1916-17 | | | 1915-16 | | |
| | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. | Annual exam-entrol-ment. | | Pupils exam-ined. |
| | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | | Male. | Female. | |
| Normal | 72 | 86 | 89 | 94 | 66 | 67 | 74 | 73 | 88 | 62 | 84 | 99 | 90 | 81 | 88 | 86 | 96 | 96 | 89 | 93 | 94 | 86 | 96 | 100 |
| Manila | 56 | 83 | 80 | 94 | 49 | 71 | 63 | 89 | 62 | 84 | 91 | 84 | 84 | 91 | 90 | 82 | 97 | 96 | 89 | 93 | 94 | 86 | 96 | 100 |
| Ilocos Norte | 47 | 43 | 56 | 54 | 49 | 63 | 63 | 71 | 81 | 77 | 90 | 100 | 100 | 85 | 89 | 94 | 100 | 100 | 96 | 93 | 100 | 100 | 100 | 100 |
| Bulacan | 50 | 43 | 63 | 67 | 42 | 48 | 55 | 85 | 77 | 71 | 91 | 91 | 91 | 85 | 50 | 96 | 75 | 83 | 100 | 87 | 100 | 90 | 96 | 100 |
| Batangas | 43 | 52 | 61 | 73 | 50 | 40 | 60 | 46 | 55 | 13 | 70 | 17 | 60 | 43 | 76 | 60 | 68 | 25 | 74 | 25 | 89 | 100 | 96 | 100 |
| Pampanga | 56 | 66 | 66 | 73 | 64 | 67 | 88 | 67 | 59 | 33 | 67 | 33 | 75 | 83 | 75 | 96 | 100 | 92 | 100 | 97 | 100 | 98 | 100 | 100 |
| Bataan | 75 | 78 | 92 | 100 | 64 | 67 | 88 | 67 | 57 | 50 | 92 | 100 | 76 | 100 | 94 | 100 | 100 | 94 | 100 | 100 | 100 | 100 | 100 | 100 |
| Ilocos Sur | 48 | 26 | 56 | 28 | 58 | 52 | 61 | 57 | 73 | 44 | 81 | 50 | 75 | 63 | 86 | 75 | 66 | 83 | 94 | 100 | 100 | 100 | 100 | 100 |
| Rizal | 64 | 41 | 77 | 60 | 48 | 45 | 63 | 56 | 89 | 67 | 92 | 80 | 85 | 80 | 100 | 73 | 100 | 87 | 100 | 81 | 100 | 85 | 100 | 100 |
| Batanes | | | | | | | | | | | | | | | | | | | | | | | | |
| Laguna | 61 | 80 | 77 | 90 | 52 | 69 | 74 | 82 | 85 | 22 | 93 | 90 | 71 | 92 | 88 | 100 | 100 | 89 | 100 | 83 | 100 | 91 | 100 | 100 |
| Albay | 55 | 40 | 71 | 61 | 50 | 73 | 68 | 100 | 63 | 50 | 84 | 60 | 78 | 91 | 90 | 91 | 78 | 100 | 83 | 100 | 90 | 100 | 85 | 100 |
| Cebu | 54 | 53 | 71 | 67 | 46 | 39 | 63 | 65 | 92 | 92 | 99 | 92 | 66 | 96 | 81 | 100 | 78 | 100 | 85 | 100 | 74 | 25 | 85 | 33 |
| Bohol | 23 | 33 | 43 | 36 | 46 | 17 | 59 | 20 | 63 | 82 | 75 | 93 | 75 | 61 | 33 | 67 | 33 | 61 | 33 | 67 | 33 | 92 | 75 | 92 |
| Iloilo | 59 | 52 | 73 | 77 | 33 | 32 | 42 | 38 | 78 | 80 | 96 | 100 | 70 | 63 | 81 | 80 | 72 | 90 | 85 | 100 | 67 | 92 | 75 | 92 |
| Tayabas | 70 | 68 | 80 | 84 | 71 | 50 | 85 | 77 | 83 | 100 | 65 | 100 | 85 | 83 | 94 | 100 | 96 | 100 | 96 | 100 | 100 | 80 | 100 | 100 |
| Cavite | 68 | 80 | 75 | 91 | 54 | 11 | 71 | 20 | 83 | 86 | 89 | 64 | 94 | 100 | 83 | 94 | 100 | 96 | 100 | 100 | 100 | 82 | 100 | 100 |
| Leyte | 35 | 50 | 73 | 62 | 61 | 66 | 69 | 65 | 83 | 92 | 83 | 90 | 83 | 85 | 100 | 92 | 75 | 96 | 100 | | | 80 | 80 | 80 |
| Antique | 46 | 29 | 64 | 80 | 65 | 67 | 72 | 100 | 74 | 100 | 93 | 100 | 90 | 60 | 100 | 100 | 83 | 92 | 75 | 96 | | | | |
| Palawan | 64 | | | | 30 | | 80 | | | | | | | | | | | | | | | | | |
| Cagayan | 41 | 45 | 57 | 56 | 14 | 8 | 17 | 13 | 64 | | 73 | | 56 | 25 | 63 | 33 | 90 | 50 | 90 | 100 | 67 | 100 | 76 | 100 |
| Misamis | 72 | 83 | 87 | 100 | 45 | 83 | 83 | 45 | 83 | | | | | | | | | | | | | | | |
| Oriental Negros | 54 | 55 | 74 | 86 | 58 | 56 | 62 | 77 | 88 | 33 | 93 | 33 | 67 | 100 | 82 | 100 | 80 | 50 | 75 | 67 | 75 | 71 | 100 | |
| Pangasinan | 56 | 44 | 77 | 59 | 48 | 66 | 62 | 77 | 83 | 61 | 90 | 67 | 73 | 50 | 86 | 63 | 55 | 50 | 64 | 50 | 81 | 82 | 83 | 90 |
| Tarlac | 73 | 100 | 86 | 100 | 58 | 44 | 77 | 67 | 90 | 100 | 94 | 100 | 61 | 75 | 76 | 100 | 81 | 50 | 100 | 100 | 88 | 100 | 100 | 100 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|-----|----|-----|----|----|-----|-----|----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| Union | 41 | 27 | 57 | 39 | 31 | 39 | 46 | 38 | 62 | 29 | 84 | 50 | 70 | 88 | 82 | 100 | 53 | 100 | 70 | 100 | 71 | 75 | 75 | 74 | 100 | 95 | 100 | 86 | 100 | 89 | 100 | |
| Zambales | 60 | 29 | 79 | 57 | 38 | 33 | 48 | 40 | 79 | 97 | 97 | 100 | 100 | 88 | 100 | 100 | 100 | 100 | 100 | 100 | 82 | 60 | 90 | 50 | 75 | 95 | 100 | 100 | 100 | 100 | 100 | |
| Camarines | 47 | 36 | 77 | 67 | 54 | 22 | 66 | 28 | 56 | 60 | 87 | 100 | 81 | 100 | 100 | 100 | 79 | 100 | 100 | 100 | 82 | 60 | 90 | 50 | 75 | 95 | 100 | 100 | 100 | 100 | 100 | |
| Nueva Vizcaya | 33 | 38 | 66 | 29 | 28 | 14 | 38 | 20 | 83 | 90 | 90 | 82 | 80 | 76 | 80 | 80 | 80 | 80 | 80 | 80 | 97 | 100 | 97 | 100 | 73 | 100 | 80 | 100 | 84 | 100 | 100 | |
| Occidental Negros | 53 | 58 | 77 | 53 | 71 | 35 | 76 | 96 | 67 | 57 | 53 | 73 | 88 | 71 | 90 | 100 | 56 | 60 | 69 | 75 | 95 | 100 | 97 | 100 | 73 | 100 | 80 | 100 | 84 | 100 | 100 | |
| Mindoro | 60 | 50 | 83 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nueva Ecija | 46 | 61 | 76 | 78 | 46 | 50 | 65 | 71 | 64 | 33 | 65 | 83 | 68 | 100 | 74 | 100 | 87 | 100 | 95 | 100 | 85 | 60 | 95 | 50 | 81 | 100 | 81 | 100 | 63 | 75 | 75 | |
| Capiz | 46 | 61 | 76 | 78 | 46 | 50 | 65 | 71 | 64 | 33 | 65 | 83 | 68 | 100 | 74 | 100 | 87 | 100 | 95 | 100 | 85 | 60 | 95 | 50 | 81 | 100 | 81 | 100 | 63 | 75 | 75 | |
| Mountain | 56 | 25 | 78 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Surigao | 50 | 100 | 77 | 100 | 67 | 50 | 75 | 100 | | | | | | | | | 33 | 60 | 46 | 100 | | | | | | | | | | | | |
| Bukidnon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sorsogon | 59 | 65 | 75 | 90 | 36 | 37 | 49 | 47 | 83 | 100 | 94 | 100 | 65 | 43 | 92 | 60 | | | | | | | | | | | | | | | | |
| Aguasan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Isabela | 43 | 81 | 47 | 81 | 47 | | 61 | | 84 | 100 | 97 | 100 | 70 | | 96 | | 68 | 100 | 81 | 100 | | | | | | | | | | | | |
| Samar | 50 | 67 | 58 | 80 | 43 | 14 | 52 | 25 | 73 | 67 | 89 | 67 | | | | | | | | | | | | | | | | | | | | |
| Mindanao and Sulu | 39 | | 75 | | 78 | | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 54 | 56 | 71 | 71 | 49 | 53 | 62 | 65 | 72 | 70 | 86 | 84 | 73 | 79 | 86 | 90 | 75 | 79 | 85 | 91 | 77 | 85 | 86 | 94 | 86 | 89 | 95 | 96 | 84 | 92 | 91 | 98 |

The divisions are here listed in order in accordance with the percentages of pupils of all grades promoted on the basis of the annual enrolment.

Noteworthy progress in raising the rate of promotions based on annual enrolment in the primary grades is shown by the following increases over 1915-16: Grade I boys, 17 per cent; girls, 17 per cent; Grade II boys, 10 per cent; girls, 13 per cent; Grade III boys, 10 per cent; girls, 12 per cent; Grade IV boys, 5 per cent; girls, 6 per cent.

In the intermediate grades the rates of promotion for 1916-17 were slightly better in Grade V and slightly worse in Grades VI and VII than those for 1915-16.

Gains of 5 per cent and 3 per cent respectively for boys and girls in the first year of the secondary course were made. In the other three years, decreases, rather than increases, in the rate of promotion were the rule.

These data reveal conditions and counsel action. Primary instruction is improving rapidly, intermediate and secondary instruction is standing still or deteriorating. Increased effort must be placed upon better intermediate and secondary instruction and, at the same time, the good work being done in the primary grades must be continued.

No. 6.—Promotions.

The following table shows, by divisions and for the Islands, the number of pupils promoted, school year, 1916-17.

| Division. | From Grade I to II. | | | From Grade II to III. | | | From Grade III to IV. | | | From Grade IV to V. | | | From Grade V to VI. | | | From Grade VI to VII. | | |
|------------------------|---------------------|----------|--------|-----------------------|----------|--------|-----------------------|----------|--------|---------------------|----------|--------|---------------------|----------|--------|-----------------------|----------|--------|
| | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. |
| Manila..... | 3,045 | 2,291 | 5,336 | 2,472 | 1,763 | 4,235 | 1,908 | 1,229 | 3,137 | 1,430 | 840 | 2,270 | 1,008 | 438 | 1,446 | 518 | 238 | 756 |
| Aguasan..... | 1,875 | 1,450 | 3,325 | 1,221 | 849 | 2,070 | 838 | 585 | 1,423 | 58 | 26 | 84 | 40 | 8 | 48 | 16 | 3 | 19 |
| Albay..... | 1,875 | 1,450 | 3,325 | 1,221 | 849 | 2,070 | 838 | 585 | 1,423 | 58 | 26 | 84 | 40 | 8 | 48 | 16 | 3 | 19 |
| Antique..... | 309 | 256 | 565 | 332 | 277 | 609 | 216 | 125 | 341 | 252 | 156 | 407 | 187 | 94 | 281 | 134 | 40 | 174 |
| Bataan..... | 117 | 69 | 186 | 82 | 50 | 132 | 82 | 43 | 125 | 53 | 17 | 70 | 33 | 1 | 34 | 24 | 5 | 29 |
| Batanes..... | 2,406 | 1,527 | 3,933 | 1,846 | 1,120 | 2,966 | 1,396 | 594 | 1,990 | 562 | 228 | 790 | 454 | 118 | 572 | 249 | 98 | 347 |
| Bohol..... | 3,334 | 2,855 | 6,189 | 2,362 | 2,076 | 4,438 | 1,523 | 1,053 | 2,576 | 395 | 401 | 1,227 | 565 | 211 | 720 | 359 | 154 | 493 |
| Bukidnon..... | 3,419 | 2,158 | 5,577 | 2,125 | 1,138 | 3,263 | 1,108 | 41 | 1,149 | 3 | 1 | 4 | 20 | 4 | 24 | 5 | 5 | 29 |
| Bulacan..... | 2,473 | 1,625 | 4,098 | 1,737 | 1,112 | 2,849 | 1,177 | 551 | 1,728 | 757 | 359 | 1,116 | 486 | 188 | 674 | 293 | 107 | 400 |
| Cagayan..... | 1,523 | 1,168 | 2,691 | 1,000 | 573 | 1,573 | 652 | 338 | 1,040 | 374 | 173 | 547 | 280 | 129 | 409 | 155 | 67 | 222 |
| Camarines..... | 1,420 | 1,044 | 2,464 | 1,091 | 733 | 1,824 | 591 | 351 | 1,942 | 402 | 222 | 624 | 321 | 89 | 410 | 154 | 84 | 248 |
| Capiz..... | 2,609 | 1,896 | 4,505 | 1,538 | 1,111 | 2,649 | 1,079 | 603 | 1,682 | 540 | 283 | 823 | 398 | 161 | 559 | 265 | 150 | 411 |
| Cavite..... | 1,536 | 1,143 | 2,679 | 921 | 690 | 1,611 | 520 | 348 | 1,868 | 374 | 235 | 609 | 198 | 109 | 307 | 135 | 59 | 194 |
| Cebu..... | 4,381 | 2,617 | 7,548 | 3,312 | 1,712 | 5,024 | 1,680 | 795 | 2,475 | 1,068 | 438 | 1,496 | 662 | 236 | 898 | 457 | 145 | 602 |
| C. L. A. S. I..... | 1,865 | 1,454 | 3,309 | 1,590 | 1,224 | 2,814 | 1,014 | 579 | 1,593 | 767 | 435 | 1,202 | 47 | 245 | 47 | 53 | 53 | 53 |
| Ilocos Norte..... | 2,768 | 1,656 | 4,424 | 1,979 | 1,137 | 3,116 | 1,306 | 696 | 1,992 | 755 | 359 | 1,114 | 477 | 170 | 647 | 310 | 172 | 548 |
| Ilocos Sur..... | 3,222 | 2,791 | 6,013 | 2,070 | 1,735 | 3,805 | 1,367 | 956 | 2,323 | 1,133 | 565 | 1,698 | 835 | 341 | 1,176 | 559 | 279 | 838 |
| Iloilo..... | 1,748 | 1,193 | 2,941 | 1,366 | 246 | 612 | 271 | 164 | 435 | 191 | 108 | 299 | 81 | 31 | 112 | 70 | 24 | 94 |
| Isabela..... | 1,928 | 3,518 | 5,436 | 1,227 | 950 | 2,177 | 796 | 552 | 1,348 | 470 | 296 | 766 | 332 | 156 | 488 | 298 | 163 | 456 |
| Laguna..... | 4,592 | 4,071 | 8,663 | 2,549 | 2,148 | 4,697 | 1,392 | 898 | 2,290 | 932 | 550 | 1,482 | 481 | 257 | 738 | 459 | 216 | 675 |
| LeYTE..... | 1,919 | 1,469 | 3,388 | 1,457 | 259 | 1,716 | 208 | 123 | 331 | 137 | 73 | 210 | 70 | 33 | 103 | 60 | 70 | 77 |
| Mindoro..... | 915 | 842 | 1,757 | 586 | 633 | 1,219 | 323 | 305 | 628 | 238 | 155 | 393 | 95 | 49 | 144 | 70 | 23 | 93 |
| Misamis..... | 1,170 | 276 | 1,446 | 578 | 152 | 730 | 249 | 67 | 316 | 154 | 66 | 220 | 90 | 32 | 122 | 87 | 23 | 110 |
| Mountain..... | 1,546 | 1,013 | 2,559 | 1,006 | 793 | 1,799 | 674 | 321 | 995 | 420 | 168 | 588 | 213 | 88 | 301 | 146 | 42 | 188 |
| Nueva Ecija..... | 1,216 | 1,380 | 2,596 | 1,154 | 138 | 1,292 | 158 | 100 | 258 | 140 | 67 | 207 | 49 | 30 | 79 | 57 | 33 | 90 |
| Nueva Vizcaya..... | 1,964 | 1,620 | 3,584 | 1,498 | 1,190 | 2,688 | 1,036 | 651 | 1,687 | 738 | 373 | 1,111 | 331 | 167 | 498 | 264 | 113 | 377 |
| Occidental Negros..... | 2,842 | 2,087 | 4,929 | 1,343 | 981 | 2,324 | 720 | 438 | 1,158 | 397 | 229 | 626 | 191 | 94 | 285 | 177 | 84 | 261 |
| Oriental Negros..... | 460 | 246 | 706 | 363 | 166 | 529 | 192 | 91 | 283 | 81 | 42 | 123 | 84 | 13 | 97 | 35 | 3 | 39 |
| Palawan..... | 1,546 | 1,013 | 2,559 | 1,006 | 793 | 1,799 | 674 | 321 | 995 | 420 | 168 | 588 | 213 | 88 | 301 | 146 | 42 | 188 |

| | | | | | | | | | | | | | | | | | | |
|-------------------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|-------|--------|--------|-------|--------|-------|-------|--------|
| Pampanga | 2,921 | 1,727 | 4,648 | 1,600 | 883 | 2,483 | 947 | 432 | 1,379 | 580 | 229 | 809 | 413 | 117 | 530 | 282 | 87 | 369 |
| Pangasinan | 3,427 | 2,655 | 6,082 | 2,884 | 1,928 | 4,812 | 1,840 | 1,128 | 2,988 | 1,173 | 546 | 1,719 | 668 | 260 | 928 | 516 | 225 | 741 |
| Rizal | 1,969 | 1,453 | 3,442 | 1,231 | 837 | 1,835 | 837 | 354 | 1,191 | 541 | 223 | 764 | 340 | 138 | 478 | 249 | 107 | 354 |
| Samar | 2,671 | 2,198 | 4,869 | 1,112 | 851 | 1,963 | 454 | 302 | 1,756 | 374 | 197 | 571 | 210 | 84 | 294 | 152 | 62 | 214 |
| Sorsogon | 1,576 | 1,223 | 2,799 | 790 | 545 | 1,335 | 548 | 306 | 854 | 313 | 144 | 457 | 182 | 63 | 245 | 134 | 36 | 170 |
| Surigao | 1,181 | 904 | 2,085 | 520 | 408 | 928 | 253 | 154 | 407 | 126 | 76 | 202 | 84 | 35 | 119 | 44 | 21 | 65 |
| Tarlac | 1,377 | 1,047 | 2,424 | 928 | 626 | 1,564 | 631 | 340 | 971 | 494 | 190 | 684 | 323 | 73 | 396 | 221 | 76 | 297 |
| Tayabas | 2,174 | 1,612 | 3,786 | 1,731 | 1,180 | 2,911 | 984 | 631 | 1,625 | 630 | 288 | 918 | 354 | 167 | 521 | 259 | 109 | 368 |
| Union | 1,250 | 719 | 1,969 | 1,143 | 578 | 1,721 | 663 | 357 | 1,020 | 503 | 206 | 709 | 273 | 128 | 401 | 261 | 87 | 348 |
| Zambales | 1,923 | 672 | 1,595 | 554 | 364 | 1,918 | 390 | 196 | 586 | 273 | 125 | 398 | 189 | 56 | 245 | 135 | 53 | 188 |
| Normal | 35 | 21 | 56 | 64 | 48 | 112 | 74 | 25 | 99 | 55 | 25 | 80 | 41 | 56 | 97 | 49 | 35 | 84 |
| Total | 71,768 | 62,070 | 123,828 | 47,209 | 32,514 | 79,723 | 29,798 | 17,209 | 47,007 | 18,996 | 9,456 | 28,451 | 11,697 | 4,833 | 16,530 | 8,335 | 3,485 | 11,820 |
| Mindanao and Sulu | 2,665 | 880 | 3,545 | 954 | 338 | 1,292 | 409 | 191 | 600 | 191 | 60 | 251 | 106 | 24 | 130 | 66 | 18 | 83 |
| Grand total | 74,433 | 62,950 | 127,373 | 48,163 | 32,852 | 81,015 | 30,207 | 17,400 | 47,607 | 19,186 | 9,516 | 28,702 | 11,803 | 4,857 | 16,660 | 8,400 | 3,503 | 11,903 |

No. 6.—Promotions—Continued.

| Division. | From Grade VII, first year. | | | From first to second year. | | | From second to third year. | | | From third to fourth year. | | | Over fourth year. | | | Grand total. | | |
|------------------------|--------------------------------|--------------|--------|-------------------------------|--------------|--------|-------------------------------|--------------|--------|-------------------------------|--------------|--------|-------------------|--------------|--------|--------------|--------------|--------|
| | Male. | Fe- male. | Total. | Male. | Fe- male. | Total. | Male. | Fe- male. | Total. | Male. | Fe- male. | Total. | Male. | Fe- male. | Total. | Male. | Fe- male. | Total. |
| Manila..... | 432 | 154 | 586 | 509 | 161 | 670 | 259 | 40 | 299 | 184 | 27 | 211 | 167 | 15 | 182 | 11,982 | 7,196 | 19,178 |
| Aranosa..... | 9 | 4 | 13 | | | | | | | | | | | | | 1,536 | | 1,536 |
| Albay..... | 95 | 45 | 140 | 95 | 14 | 109 | 31 | 3 | 34 | 25 | 10 | 35 | 17 | 3 | 20 | 5,083 | 3,461 | 8,544 |
| Antique..... | 97 | 35 | 132 | 32 | 4 | 36 | 36 | 14 | 50 | 16 | | | | | | 2,830 | 1,725 | 4,555 |
| Bataan..... | 49 | 11 | 60 | 33 | 7 | 40 | 12 | 1 | 13 | | | | | | | 1,280 | 1,767 | 3,047 |
| Batanes..... | 13 | 2 | 15 | | | | | | | | | | | | | 404 | 187 | 591 |
| Batangas..... | 195 | 56 | 251 | 67 | 11 | 78 | 33 | 1 | 34 | 25 | 1 | 27 | 21 | 1 | 22 | 7,248 | 3,755 | 11,003 |
| Bohol..... | 236 | 101 | 336 | 30 | 5 | 35 | 15 | | | 14 | 1 | 15 | | | | 9,263 | 6,857 | 16,120 |
| Bukidnon..... | | | | | | | | | | | | | | | | 707 | 291 | 998 |
| Bulacan..... | 243 | 87 | 330 | 60 | 10 | 70 | 40 | 10 | 50 | 33 | 3 | 36 | 20 | 3 | 23 | 7,319 | 4,065 | 11,374 |
| Cagayan..... | 125 | 47 | 172 | 29 | 5 | 34 | 16 | | 16 | 13 | 1 | 19 | 20 | 3 | 23 | 4,132 | 2,554 | 6,746 |
| Camarinas..... | 132 | 49 | 181 | 56 | 12 | 68 | 27 | 2 | 29 | 27 | 4 | 31 | 15 | 8 | 23 | 4,117 | 2,598 | 6,715 |
| Capiz..... | 197 | 98 | 295 | 68 | 10 | 78 | 32 | 8 | 40 | 21 | 3 | 24 | 29 | 3 | 32 | 6,762 | 4,325 | 11,087 |
| Cavite..... | 101 | 53 | 159 | 40 | 20 | 60 | 19 | | 19 | | | | | | | 3,844 | 2,662 | 6,506 |
| Cebu..... | 326 | 121 | 447 | 143 | 26 | 169 | 63 | 11 | 79 | 35 | 6 | 41 | 35 | 1 | 36 | 12,707 | 6,108 | 18,815 |
| C. L. A. S. 1..... | 57 | | 57 | 106 | | 106 | | | | | | | | | | 263 | | 263 |
| Ilocos Norte..... | 333 | 146 | 479 | 101 | 21 | 122 | 64 | 10 | 64 | 35 | 1 | 36 | 22 | | 22 | 6,607 | 4,287 | 10,894 |
| Ilocos Sur..... | 341 | 136 | 477 | 138 | 21 | 159 | 85 | 7 | 92 | 47 | 10 | 57 | 51 | 9 | 60 | 8,257 | 4,322 | 12,579 |
| Iloilo..... | 390 | 147 | 537 | 189 | 44 | 233 | 77 | 12 | 89 | 55 | 8 | 63 | 57 | 11 | 68 | 9,954 | 6,889 | 16,843 |
| Izabela..... | 75 | 20 | 95 | 27 | 13 | 40 | 32 | | 34 | 17 | 1 | 18 | | | | 1,878 | 1,064 | 2,942 |
| Laguna..... | 214 | 112 | 326 | 81 | 23 | 109 | 53 | 9 | 62 | 38 | 3 | 46 | 29 | 8 | 37 | 5,461 | 3,872 | 9,333 |
| Leyte..... | 305 | 129 | 434 | 112 | 28 | 140 | 46 | 5 | 51 | 35 | 3 | 38 | | | | 10,903 | 8,305 | 19,208 |
| Mindoro..... | 19 | 2 | 21 | 15 | 1 | 16 | | | | | | | | | | 1,641 | 977 | 2,618 |
| Misamis..... | 51 | 26 | 77 | 13 | 5 | 18 | | | | | | | | | | 2,236 | 2,038 | 4,274 |
| Mountain..... | 83 | 13 | 96 | 25 | 2 | 27 | | | | | | | | | | 2,436 | 2,631 | 5,067 |
| Nueva Ecija..... | 107 | 29 | 136 | 38 | 14 | 52 | 35 | 5 | 40 | 20 | 5 | 25 | 17 | 1 | 18 | 4,222 | 2,479 | 6,701 |
| Nueva Vizcaya..... | 52 | 22 | 74 | 27 | 4 | 31 | 19 | | 19 | | | | | | | 872 | 524 | 1,396 |
| Occidental Negros..... | 188 | 63 | 251 | 46 | 19 | 65 | 34 | 8 | 42 | 13 | 3 | 21 | 24 | 4 | 28 | 6,151 | 4,211 | 10,362 |
| Oriental Negros..... | 115 | 49 | 164 | 14 | 6 | 20 | 14 | 1 | 15 | 3 | 2 | 5 | | | | 5,816 | 3,971 | 9,787 |
| Palawan..... | 27 | 5 | 32 | 13 | | 13 | | | | | | | | | | 1,261 | | 1,261 |

1 Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-------|-------|-----|-------|-------|-----|-------|-----|-----|-------|-----|-----|-----|---------|---------|---------|
| Pampanga..... | 290 | 62 | 352 | 63 | 19 | 72 | 38 | 1 | 39 | 34 | 2 | 36 | 33 | 5 | 38 | 7,191 | 3,554 | 10,765 |
| Pangasinan..... | 417 | 148 | 565 | 193 | 41 | 234 | 99 | 14 | 113 | 48 | 2 | 50 | 45 | 8 | 53 | 11,310 | 6,965 | 18,265 |
| Rizal..... | 167 | 54 | 211 | 54 | 9 | 63 | 24 | 4 | 28 | 27 | 3 | 30 | | | | 6,449 | 3,049 | 8,498 |
| Sumar..... | 90 | 39 | 129 | 22 | 4 | 26 | 16 | 2 | 18 | | | | | | | 5,101 | 3,739 | 8,840 |
| Sorsogon..... | 117 | 48 | 165 | 54 | 17 | 71 | 15 | 5 | 20 | | | | | | | 3,729 | 2,387 | 6,116 |
| Surigao..... | 26 | 13 | 39 | 10 | 4 | 14 | | | | 6 | 1 | 7 | | | | 2,250 | 1,616 | 3,866 |
| Tarlac..... | 150 | 62 | 202 | 86 | 16 | 102 | 33 | 6 | 39 | 22 | 2 | 24 | | | | 4,255 | 2,428 | 6,683 |
| Tayabas..... | 251 | 66 | 317 | 84 | 21 | 106 | 36 | 4 | 40 | 38 | 2 | 40 | 20 | 5 | 25 | 6,571 | 4,055 | 10,626 |
| Union..... | 202 | 88 | 290 | 89 | 13 | 102 | 46 | 2 | 43 | 28 | 5 | 33 | 20 | 3 | 23 | 4,478 | 2,156 | 6,634 |
| Zambales..... | 110 | 35 | 145 | 55 | 4 | 59 | 34 | | 34 | | | | 18 | | 18 | 2,681 | 1,505 | 4,186 |
| Normal..... | 51 | 33 | 84 | 33 | 44 | 77 | 99 | 104 | 203 | 123 | 53 | 131 | 80 | 49 | 129 | 709 | 493 | 1,202 |
| Total..... | 6,537 | 2,375 | 8,912 | 2,802 | 683 | 3,485 | 1,455 | 279 | 1,734 | 982 | 167 | 1,149 | 740 | 140 | 890 | 200,308 | 123,211 | 323,519 |
| Mindanao and Sulu..... | 55 | 16 | 71 | 9 | | 9 | | | | | | | | | | 4,464 | 1,827 | 5,981 |
| Grand total..... | 6,592 | 2,391 | 8,983 | 2,811 | 683 | 3,494 | 1,455 | 279 | 1,734 | 982 | 167 | 1,149 | 740 | 140 | 880 | 204,762 | 124,738 | 329,500 |

Comparing these statistics for 1916-17 with corresponding figures for 1915-16, the following increases are shown:

| | Primary. | | | | Intermediate. | | | | Secondary. | | | |
|-----------------------------------|----------|--------|-----------|-------|---------------|-------|-----------|-----|------------|-----|-----------|--|
| | Grade I. | | Grade II. | | Grade III. | | Grade IV. | | Grade V. | | Grade VI. | |
| | Grade I. | | Grade II. | | Grade III. | | Grade IV. | | Grade V. | | Grade VI. | |
| Number of pupils promoted..... | 22,981 | 13,955 | 9,574 | 5,631 | 2,154 | 1,159 | 1,066 | 985 | 150 | 220 | 213 | |
| Rate of increase in per cent..... | 22 | 21 | 26 | 24 | 15 | 11 | 23 | 40 | 9 | 24 | 32 | |

Taking into consideration the fact that the primary annual enrolment increased 5 per cent; the intermediate, 15 per cent; and the secondary, 26 per cent, these data strengthen the comment made on the conditions revealed by the previous table to the effect that, in the primary schools, improvement in the efficiency of instruction was rapid while, as a whole, intermediate and secondary instruction showed no gain in effectiveness.

No. 7.—The average number of pupils per teacher. Based on the monthly enrolment for October, 1917.

| Division. | Primary. | | | Intermediate. | | | Secondary. | | | Grand total. | |
|--|----------|----------------|--------------------------------|---------------|----------------|--------------------------------|------------|----------------|--------------------------------|--------------|--------------------------------|
| | Pupils. | Teach- ers. | Pupils per teach- er. | Pupils. | Teach- ers. | Pupils per teach- er. | Pupils. | Teach- ers. | Pupils per teach- er. | Pupils. | Pupils per teach- er. |
| Manila..... | 20,064 | 520 | 39 | 4,768 | 164 | 28 | 1,945 | 43 | 45 | 26,777 | 744 |
| Albay..... | 14,136 | 276 | 51 | 1,362 | 24 | 21 | 247 | 8 | 31 | 15,745 | 345 |
| Antique..... | 7,252 | 157 | 46 | 712 | 20 | 36 | 113 | 3 | 38 | 8,077 | 189 |
| Batangas..... | 2,887 | 68 | 42 | 367 | 8 | 46 | 81 | 2 | 41 | 3,335 | 86 |
| Batanes..... | 1,258 | 23 | 55 | 124 | 3 | 41 | 10 | 1 | 10 | 1,392 | 28 |
| Batangas..... | 13,133 | 306 | 43 | 1,610 | 64 | 25 | 282 | 9 | 31 | 15,025 | 391 |
| Bohol..... | 22,564 | 475 | 48 | 2,011 | 75 | 27 | 202 | 7 | 29 | 24,777 | 574 |
| Bulacan..... | 14,627 | 281 | 52 | 2,101 | 65 | 32 | 349 | 8 | 44 | 17,077 | 364 |
| Cagayan..... | 12,372 | 256 | 48 | 1,284 | 43 | 30 | 175 | 6 | 29 | 13,831 | 311 |
| Camarines..... | 11,215 | 221 | 51 | 1,063 | 31 | 35 | 283 | 8 | 33 | 12,561 | 281 |
| Capiz..... | 22,216 | 459 | 48 | 2,014 | 70 | 29 | 340 | 9 | 38 | 24,570 | 588 |
| Cebu..... | 11,561 | 228 | 51 | 1,182 | 32 | 37 | 129 | 2 | 65 | 12,872 | 278 |
| Central Luzon Agricultural School..... | 25,477 | 507 | 58 | 2,744 | 68 | 40 | 613 | 14 | 44 | 32,834 | 627 |
| Ilocos Norte..... | 13,987 | 297 | 47 | 2,605 | 6 | 56 | 321 | 6 | 54 | 658 | 13 |
| Ilocos Sur..... | 17,019 | 318 | 54 | 2,204 | 83 | 27 | 785 | 19 | 41 | 20,008 | 435 |
| Iloilo..... | 26,887 | 553 | 48 | 3,774 | 106 | 36 | 890 | 22 | 40 | 31,551 | 798 |
| Isabela..... | 6,750 | 146 | 46 | 867 | 21 | 27 | 113 | 4 | 28 | 7,410 | 177 |
| Laguna..... | 13,734 | 280 | 49 | 1,853 | 76 | 25 | 387 | 9 | 43 | 15,964 | 370 |
| Leyte..... | 29,771 | 462 | 64 | 2,704 | 80 | 34 | 518 | 9 | 58 | 32,993 | 668 |
| Mindoro..... | 4,862 | 102 | 48 | 368 | 19 | 19 | 31 | 2 | 16 | 5,261 | 130 |
| Misamis..... | 9,735 | 186 | 53 | 698 | 19 | 32 | 50 | 2 | 23 | 10,444 | 214 |
| Mountain..... | 7,849 | 185 | 42 | 512 | 17 | 30 | 86 | 4 | 22 | 8,449 | 239 |
| Nueva Ecija..... | 13,887 | 243 | 57 | 1,085 | 29 | 38 | 186 | 7 | 26 | 15,167 | 294 |
| Nueva Vizcaya..... | 2,007 | 66 | 30 | 425 | 15 | 28 | 111 | 4 | 28 | 2,543 | 88 |
| Occidental Negros..... | 17,699 | 370 | 48 | 1,860 | 67 | 28 | 224 | 6 | 37 | 19,763 | 451 |
| Oriental Negros..... | 15,509 | 316 | 49 | 1,096 | 28 | 39 | 77 | 3 | 26 | 16,681 | 398 |
| Palawan..... | 2,913 | 61 | 48 | 1,465 | 11 | 22 | 46 | 2 | 23 | 3,204 | 77 |
| Pampanga..... | 12,329 | 260 | 47 | 1,622 | 45 | 36 | 355 | 7 | 51 | 14,386 | 333 |
| Pangasinan..... | 26,688 | 515 | 52 | 3,585 | 133 | 23 | 423 | 18 | 46 | 31,096 | 701 |

| | | | | | | | | | | | | |
|---------------------|---------|--------|----|--------|-------|----|--------|-----|----|---------|--------|----|
| Rizal..... | 11,465 | 231 | 50 | 1,445 | 32 | 45 | 271 | 8 | 34 | 13,181 | 288 | 46 |
| Samar..... | 22,470 | 300 | 74 | 1,147 | 34 | 34 | 84 | 4 | 21 | 23,701 | 347 | 68 |
| Sorsogon..... | 13,126 | 228 | 58 | 871 | 30 | 29 | 151 | 4 | 38 | 14,148 | 272 | 52 |
| Surigao..... | 7,877 | 165 | 51 | 341 | 14 | 24 | 44 | 1 | 44 | 8,262 | 181 | 46 |
| Tarlac..... | 10,846 | 216 | 50 | 1,233 | 43 | 29 | 357 | 8 | 45 | 12,436 | 282 | 44 |
| Tayabas..... | 17,521 | 333 | 53 | 1,975 | 83 | 24 | 422 | 11 | 38 | 19,918 | 437 | 46 |
| Union..... | 11,312 | 236 | 48 | 1,982 | 76 | 25 | 385 | 9 | 43 | 13,629 | 330 | 41 |
| Zambales..... | 8,567 | 158 | 54 | 796 | 20 | 40 | 201 | 5 | 40 | 9,564 | 189 | 51 |
| Normal School..... | 464 | | | 358 | | | 634 | 35 | 18 | 1,456 | 53 | 27 |
| General Office..... | | | | | | | | | | | | |
| Total..... | 508,066 | 10,102 | 51 | 56,980 | 1,884 | 30 | 12,971 | 343 | 38 | 577,967 | 12,750 | 45 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Agrasan..... | 3,679 | 72 | 51 | 123 | 5 | 25 | | | | 3,802 | 84 | 45 |
| Bukidnon..... | 2,054 | 50 | 41 | 50 | 4 | 13 | | | | 2,104 | 58 | 36 |
| Cotabato..... | 1,679 | 61 | 28 | 33 | 1 | 33 | | | | 1,712 | 65 | 26 |
| Davao..... | 4,338 | 106 | 41 | 16 | 1 | 16 | | | | 4,414 | 114 | 39 |
| Lanao..... | 1,436 | 66 | 22 | 74 | 3 | 25 | | | | 1,510 | 73 | 21 |
| Sulu..... | 1,839 | 69 | 27 | 16 | 1 | 16 | | | | 1,905 | 72 | 26 |
| Zamboanga..... | 4,337 | 116 | 42 | 297 | 10 | 80 | 32 | 1 | 32 | 5,266 | 142 | 37 |
| Grand Total..... | 528,138 | 10,542 | 50 | 57,539 | 1,909 | 30 | 13,003 | 344 | 38 | 598,680 | 13,358 | 45 |

[illegible]

No. 8.—Classification of teachers—Continued.

| Division. | Filipino, Municipal. | | | | | | | | | | Filipino, Apprentice. | | | | | | Grand total. | |
|---------------|----------------------|---------|--------------------|---------|-----------------|-------------|---------|-------------------------------------|---------|--------|-----------------------|---------------|---------|-------------------------|---------|-------|--------------|--------|
| | Primary. | | Inter- mediate. | | Second- ary. | Industrial. | | As- sistant super- vising. | | Total. | | Pri- mary. | | Inter- me- diate. | Total. | | | |
| | Male. | Female. | Male. | Female. | Male. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| | | | | | | | | | | | | | | | | | | Class. | Super- visor. |
| Manila. | 179 | 288 | 40 | 13 | 2 | 29 | 33 | 2 | 1 | 282 | 339 | 591 | | | | 309 | 389 | |
| Agusan | 26 | 17 | 1 | | | | | | | 27 | 17 | 44 | | | | 57 | 20 | |
| Albay | 171 | 87 | 10 | 4 | | | 6 | | | 187 | 91 | 278 | 15 | 7 | 22 | 231 | 109 | |
| Antique | 106 | 51 | 2 | 1 | | | | | | 107 | 52 | 159 | 29 | 12 | 41 | 164 | 232 | |
| Bataan | 39 | 22 | | | | | | | | 39 | 22 | 61 | | | | 55 | 79 | |
| Batangas | 199 | 96 | 22 | 6 | | 8 | 5 | | | 230 | 106 | 336 | 5 | | 5 | 270 | 115 | |
| Bohol | 284 | 172 | 25 | 13 | | 3 | 5 | 1 | | 322 | 190 | 512 | 3 | 2 | 5 | 379 | 199 | |
| Bukidnon | 16 | 2 | | | | | | | | 16 | 2 | 18 | | | | 41 | 6 | |
| Bulacan | 145 | 106 | 11 | 6 | | 4 | | | | 160 | 112 | 272 | | | 1 | 193 | 322 | |
| Cagayan | 119 | 98 | 2 | 1 | | | | | | 121 | 94 | 215 | 1 | | | 156 | 104 | |
| Camarines | 133 | 62 | 9 | 6 | | 1 | 1 | | | 143 | 69 | 212 | | | | 177 | 78 | |
| Capiz | 238 | 129 | 12 | 4 | | | | | | 310 | 133 | 443 | | 1 | 1 | 358 | 143 | |
| Cavite | 96 | 104 | 4 | 2 | | 1 | 1 | | | 100 | 107 | 207 | | | | 125 | 120 | |
| Cebu | 342 | 118 | 20 | 3 | | 6 | | | | 362 | 127 | 489 | 362 | 141 | | 432 | 573 | |
| Ilocos Norte | 192 | 88 | 24 | 5 | | 3 | 7 | | | 219 | 100 | 319 | | | | 253 | 108 | |
| Ilocos Sur | 174 | 133 | 14 | 3 | | 4 | 8 | | | 192 | 144 | 336 | | | | 246 | 168 | |
| Iloilo | 349 | 179 | 39 | 18 | | 13 | 8 | | | 402 | 205 | 607 | | | | 460 | 224 | |
| Isabela | 74 | 26 | | | | | | 1 | | 74 | 26 | 100 | | | | 99 | 29 | |
| Laguna | 140 | 114 | 28 | 15 | | 1 | 1 | | | 169 | 130 | 299 | | | | 195 | 140 | |
| Leyte | 292 | 118 | 16 | 10 | | | | | | 308 | 128 | 436 | | | | 366 | 140 | |
| Mindoro. | 78 | 12 | 2 | 1 | | | 1 | | | 80 | 14 | 94 | | | | 97 | 20 | |
| Misamis | 90 | 54 | 2 | 2 | | | | | | 92 | 56 | 148 | | | | 116 | 62 | |
| Mountain | 100 | 36 | 7 | 2 | | 11 | 11 | 2 | | 120 | 49 | 169 | | | | 132 | 56 | |
| Nueva Ecija | 139 | 39 | 11 | 1 | | 14 | 26 | | | 164 | 66 | 230 | | | | 200 | 74 | |
| Nueva Vizcaya | 31 | 25 | 3 | 3 | | | | 1 | | 34 | 29 | 63 | | | | 51 | 31 | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-----|-----|----|-----|-----|----|---|---|-----|-----|-------|-------|--------|----|----|----|-----|-----|-----|----|-------|-------|--------|
| Occidental Negros..... | 223 | 124 | 18 | 4 | | 5 | 6 | | | | 246 | 134 | 390 | | | | | | 387 | 147 | 434 | | | | |
| Oriental Negros..... | 186 | 65 | 1 | 1 | | 2 | | | | | 186 | 68 | 254 | | 7 | 1 | 7 | 1 | 8 | 224 | 346 | | | | |
| Palawan..... | 38 | 7 | | | | | | | | | 38 | 7 | 45 | | | | | | 62 | 10 | 72 | | | | |
| Pampanga..... | 140 | 99 | 9 | 2 | 9 | 2 | | | | | 158 | 103 | 281 | | | | | | 193 | 121 | 314 | | | | |
| Pangasinan..... | 320 | 129 | 43 | 10 | 27 | 25 | | | | | 390 | 164 | 554 | 7 | | | 7 | | 475 | 181 | 656 | | | | |
| Rizal..... | 106 | 104 | 5 | | | | | | | | 119 | 106 | 224 | | | | | | 149 | 115 | 264 | | | | |
| Samar..... | 186 | 65 | 3 | | 8 | 1 | | | | | 198 | 68 | 266 | | | | | | 245 | 80 | 325 | | | | |
| Sorsogon..... | 143 | 73 | 6 | 2 | 10 | 3 | | | | | 149 | 75 | 224 | | | | | | 180 | 81 | 261 | | | | |
| Surigao..... | 106 | 34 | 3 | 2 | | | | | | | 108 | 36 | 144 | | | | | | 130 | 41 | 171 | | | | |
| Tarlac..... | 144 | 43 | 11 | 6 | 12 | 9 | | | 1 | | 168 | 58 | 226 | | | | | | 197 | 66 | 263 | | | | |
| Tayabas..... | 196 | 84 | 27 | 15 | 2 | | | | | | 225 | 99 | 324 | 1 | | | 1 | | 263 | 113 | 376 | | | | |
| Union..... | 139 | 56 | 27 | 5 | 11 | 13 | | | | | 177 | 74 | 251 | 6 | 2 | | 6 | 2 | 8 | 84 | 302 | | | | |
| Zambales..... | 91 | 18 | | 1 | 16 | 16 | | | | | 107 | 35 | 142 | | | | | | 130 | 40 | 170 | | | | |
| Normal..... | | | | | | | | | | | | | | | | | | | 21 | 34 | 55 | | | | |
| Batanes, Head Tea..... | 17 | 4 | 1 | 1 | | | | | | | 18 | 5 | 23 | | | | | | 21 | 5 | 26 | | | | |
| General Office..... | | | | | | | | | | | | | | | | | | | 25 | 27 | 52 | | | | |
| Total..... | 5,862 | 3,075 | 458 | 168 | 2 | 192 | 190 | 8 | 1 | 1 | 4 | 5 | 6,517 | 3,439 | 9,966 | 52 | 17 | 22 | 8 | 74 | 25 | 99 | 7,982 | 3,924 | 11,906 |
| Mindanao and Sulu..... | 301 | 49 | 8 | 7 | 3 | 2 | 3 | | 6 | 1 | | | 58 | 380 | | | | | 339 | 53 | | | | 397 | |
| Grand total..... | 6,163 | 3,124 | 466 | 175 | 2 | 196 | 192 | 11 | 1 | 7 | 5 | 5 | 6,839 | 3,497 | 10,336 | 52 | 17 | 22 | 8 | 74 | 25 | 99 | 8,321 | 3,982 | 12,303 |

The total number of teachers on duty in March, 1917, exceeded the number on duty in March, 1916, by 1,340. The American teachers were 29 less in number, but the Filipino Insular teachers increased by 112, municipal teachers by 1,198, and apprentice teachers by 59.

The statistics above show variations in the policy of assigning American teachers to the different kinds of school, but the time is soon coming when, with few exceptions, all American teachers will be assigned as division supervisors or as high school teachers. The number of American teachers assigned to intermediate work decreased by 33, while the number in high schools increased by 31. They filled 16 less positions as industrial teachers and 14 less positions as supervising teachers.

More Filipino Insular teachers were assigned to intermediate work than to any other duty and the number so assigned increased by 87. The number of industrial supervisors who were Filipinos increased by 22.

Municipal teachers were in primary or intermediate work almost entirely. The number of municipal teachers in intermediate schools increased by 160.

No. 9.—Attainments of Filipino teachers.

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year, 1916-17.

| Division. | Attainments. | | | | | | | | | | | | | | | | | Total. |
|--------------------|-------------------|-----------------------------------|-------------|--------------|-------------|--------------|--------------------------|--|-------------------------------------|--|-----------------------------------|---------------------------|-------------------------------|---|---|--|--|--------|
| | Under first year. | Percentage un- der first year. | First year. | Second year. | Third year. | Fourth year. | High school graduate. | Philippine Nor- mal School graduate. | A. B. University of Philippines. | High school teacher certifi- cate. | B. S. in Educa- tion, U. of P. | U. S. normal graduate. | Bachelor's de- gree, U. S. | Qualified Junior teacher ex- amination. | Qualified Senior teacher ex- amination. | Qualified assist- ant examina- tion. | Graduate Col- lege of Agri- culture, U. P. |  | All others. |
| Bataan..... | | | 59 | 5 | 4 | | 2 | 6 | | 1 | | 2 | | | | | | |
| Tarlac..... | | | 194 | 28 | 12 | | 7 | 5 | | 2 | | | | | | | | |
| Union..... | | | 188 | | 59 | | 14 | 5 | 13 | | | | | 10 | | | | |
| Camarines..... | | | 193 | 19 | 5 | | 8 | | | 1 | | | | 1 | | | | |
| Ilocos Sur..... | 4 | 1 | 234 | 73 | 44 | 2 | 25 | 9 | 3 | | | 2 | | 14 | | | | 3 |
| Palawan..... | | | | | | | | | | | | | 1 | (11) | | | | |
| Tayabas..... | 1 | 1 | 52 | 13 | 2 | | | | | | | | | | | | | |
| Zambales..... | 4 | 1 | 248 | 40 | 22 | | 3 | 25 | 8 | 1 | | | | | | | | 4 |
| Cebu..... | 2 | 1 | 91 | 32 | 16 | | 3 | 1 | 10 | | | 1 | | 6 | | | | 1 |
| Agusan..... | 12 | 2 | 453 | 31 | 13 | | 12 | 14 | 1 | | | | | 14 | | | | 2 |
| Cagayan..... | 5 | 2 | 175 | 21 | 8 | | 3 | 23 | 3 | | | | | 11 | | | | |
| Bulacan..... | 7 | 2 | 227 | 21 | 8 | | 2 | 7 | 18 | 2 | | | | 19 | | | | |
| Leyte..... | 16 | 3 | 356 | 68 | 10 | | 3 | 9 | 9 | 1 | | | | 12 | | | | 1 |
| Pangasinan..... | 21 | 3 | 368 | 127 | 40 | | 10 | 25 | 15 | 2 | | | | 10 | 1 | | | 9 |
| Rizal..... | 7 | 3 | 199 | 20 | 3 | | | 1 | 10 | 2 | | 1 | | 8 | 3 | | | 2 |
| Laguna..... | 14 | 4 | 249 | 21 | 10 | | 2 | 7 | 8 | | | | | 9 | | | | 5 |
| Albay..... | 21 | 7 | 209 | 37 | 12 | | 2 | 6 | 4 | | | | | 12 | 1 | | | 1 |
| Samar..... | 21 | 7 | 243 | 23 | 9 | | 1 | 2 | 3 | | | | | 10 | | | | |
| Nueva Vizcaya..... | 6 | 8 | 46 | 4 | 12 | | | | | 1 | | | | 4 | | | | |
| Pampanga..... | 25 | 8 | 223 | 15 | 5 | | 3 | 10 | 17 | 3 | | | | (15) | (1) | | | |
| Sorsogon..... | 21 | 8 | 174 | 23 | 19 | | 1 | 2 | 3 | 1 | | | | 4 | | | | 3 |
| Ilocos Norte..... | 40 | 11 | 229 | 31 | 14 | | 2 | 9 | 14 | 1 | | | | | | | | 10 |
| Manila..... | 68 | 11 | 110 | 68 | 70 | | 30 | 71 | 23 | 5 | 1 | | 1 | 114 | 2 | | | |
| Normal..... | 3 | 1 | 8 | | | | | | 9 | 3 | | | | 13 | | | | 1 |
| Batangas..... | 46 | 12 | 242 | 25 | 13 | | 6 | 7 | 1 | | | | | | | | | |
| Isabela..... | 15 | 12 | 82 | 10 | 1 | | 2 | 5 | 7 | | | | | 3 | | | | 1 |

| | | | | | | | | | | | | | | | | | | | |
|-------------------|-------|----|-------|-------|-----|-----|-----|-----|----|-----|----|--------|-----|-----|----|---|---|----|--------|
| Bohol | 84 | 15 | 386 | 34 | 17 | 11 | 9 | 7 | 1 | 11 | 1 | 2 | 543 | | | | | | |
| Cavite | 35 | 15 | 148 | 18 | 10 | 4 | 2 | 10 | 1 | 6 | 1 | 1 | 245 | | | | | | |
| Mountain | 26 | 15 | 86 | 29 | 14 | 1 | 12 | 3 | 1 | 4 | 2 | 2 | 177 | | | | | | |
| Mindanao and Sulu | 77 | 20 | 174 | 78 | 20 | 4 | 11 | 6 | 1 | 3 | 2 | 5 | 381 | | | | | | |
| Iloilo | 142 | 21 | 406 | 51 | 20 | 4 | 19 | 4 | 2 | 12 | 1 | 4 | 667 | | | | | | |
| Nueva Ecija | 59 | 22 | 145 | 15 | 14 | 2 | 3 | 7 | 2 | 14 | 2 | 264 | | | | | | | |
| Mindoro | 28 | 24 | 59 | 11 | 5 | 1 | 4 | 5 | 2 | 2 | 2 | 116 | | | | | | | |
| Occidental Negros | 115 | 27 | 254 | 15 | 6 | 1 | 9 | 3 | 4 | 17 | 1 | 423 | | | | | | | |
| Antique | 62 | 33 | 83 | 16 | 13 | 3 | 2 | 3 | 4 | 3 | 4 | 186 | | | | | | | |
| Misamis | 62 | 36 | 79 | 21 | 6 | 3 | 1 | 1 | 1 | 1 | 1 | 173 | | | | | | | |
| Agusan | 28 | 8 | 23 | 7 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 73 | | | | | | | |
| Bukidnon | 18 | 39 | 26 | 1 | 1 | 1 | 1 | 1 | 1 | (1) | 46 | 40 | | | | | | | |
| General Office | 16 | 40 | 17 | 5 | 1 | 1 | 1 | 1 | 1 | 7 | 1 | 239 | | | | | | | |
| Oriental Negros | 119 | 41 | 108 | 23 | 14 | 10 | 1 | 3 | 1 | 1 | 1 | 26 | | | | | | | |
| Batanes | 11 | 42 | 9 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 166 | | | | | | | |
| Surigao | 70 | 42 | 66 | 12 | 5 | 4 | 2 | 1 | 1 | 1 | 3 | 487 | | | | | | | |
| Capiz | 229 | 47 | 178 | 23 | 16 | 1 | 12 | 9 | 4 | 7 | 2 | 11,726 | | | | | | | |
| Total | 1,542 | 13 | 7,114 | 1,129 | 572 | 141 | 364 | 315 | 77 | 8 | 2 | 10 | 4 | 354 | 22 | 1 | 2 | 69 | 11,726 |

The most striking feature of this table is the great range in the percentages of teachers in the various divisions who are below first year attainments. This condition is due to several causes, among which are lack of attention to the need of securing teachers of higher attainments, general backwardness of the public schools, and low salaries paid teachers. The number of teachers below first year attainments in 1916-17 decreased by 27 per cent as compared with the previous school year.

No. 10.—*Filipino municipal teachers' monthly salaries, January, 1918.*

| Division. | Per cent receiving less than P20 or more. | Number receiving per month. | | | | | | Per cent receiving per month. | | | | | | Total number of municipal teachers. | Average monthly salary. | | | | |
|------------------------|---|-----------------------------|---------------|---------------|---------------|---------------|---------------|-------------------------------|--------------|------------------|---------------|---------------|---------------|-------------------------------------|-------------------------|---------------|---------------|---------------|--------------|
| | | Less than P20. | P20 to P24.99 | P25 to P29.99 | P30 to P34.99 | P35 to P39.99 | P40 to P44.99 | P45 to P49.99 | P50 or more. | Less than P20.00 | P20 to P24.99 | P25 to P29.99 | P30 to P34.99 | | | P35 to P39.99 | P40 to P44.99 | P45 to P49.99 | P50 or more. |
| | | | | | | | | | | | | | | | | | | | |
| Lanao..... | 94.9 | 1 | 10 | 22 | 3 | 35 | 4 | 3 | 1.3 | 12.8 | 28.2 | 3.9 | 44.9 | 5.1 | 3.9 | 78 | P35.90 | | |
| Sulu..... | 88.9 | 2 | 1 | 2 | 12 | 31 | 6 | 5 | 2.8 | 1.4 | 2.8 | 18.1 | 16.7 | 43.1 | 8.3 | 6.9 | 72 | 38.09 | |
| Corabato..... | 87.9 | 1 | 3 | 3 | 5 | 43 | 5 | 7 | 1.5 | 3.2 | 7.2 | 16.0 | 11.2 | 36.8 | 16.0 | 10.6 | 66 | 42.04 | |
| Davao..... | 87.2 | 4 | 9 | 20 | 14 | 46 | 20 | 12 | ..... | 1.6 | 17.6 | 21.6 | 10.4 | 35.2 | 2.4 | 11.2 | 125 | 36.89 | |
| Zamboanga..... | 87.2 | 2 | 22 | 27 | 13 | 44 | 3 | 14 | ..... | 5.9 | 21.9 | 35.6 | 13.7 | 11.9 | 2.3 | 6.4 | 219 | 33.10 | |
| Mountain..... | 85.4 | 5 | 13 | 48 | 78 | 30 | 26 | 5 | 14 | 6.7 | 6.7 | 60.0 | 6.7 | 20.0 | ..... | ..... | 15 | 42.47 | |
| Bukidnon..... | 80.0 | ..... | ..... | 1 | ..... | 9 | 1 | 3 | ..... | 26.3 | 44.4 | 22.0 | 5.8 | 1.4 | 14.3 | 13.2 | 277 | 27.01 | |
| Pampanga..... | 73.6 | 73 | 123 | 61 | 16 | 4 | ..... | ..... | ..... | 15.4 | 14.3 | 2.2 | 5.5 | 35.2 | 14.3 | 13.2 | 91 | 36.28 | |
| Agusan..... | 71.4 | 14 | 13 | 2 | 5 | 32 | 13 | 12 | ..... | 35.5 | 48.0 | 11.9 | 2.8 | 1.1 | .6 | ..... | 352 | 25.34 | |
| Batangas..... | 64.5 | 125 | 169 | 42 | 10 | 4 | 2 | ..... | ..... | 42.2 | 30.0 | 20.5 | 5.3 | 1.5 | ..... | ..... | 322 | 26.30 | |
| Bulacan..... | 57.5 | 137 | 97 | 66 | 17 | 5 | ..... | ..... | ..... | 51.6 | 20.6 | 8.3 | 6.5 | 9.3 | 1.5 | 2.3 | 399 | 26.83 | |
| Tayabas..... | 46.1 | 206 | 82 | 33 | 26 | 37 | 6 | 9 | ..... | 55.4 | 23.4 | 16.0 | 1.1 | 3.7 | .2 | .4 | 545 | 24.56 | |
| Cebu..... | 44.2 | 302 | 127 | 87 | 6 | 20 | 1 | 2 | ..... | 54.6 | 21.5 | 12.3 | 3.6 | 5.2 | .4 | 2.4 | 251 | 25.44 | |
| Rizal..... | 43.0 | 137 | 54 | 31 | 9 | 13 | 1 | 6 | ..... | 60.3 | 25.2 | 6.5 | 4.8 | 1.3 | 1.3 | ..... | 310 | 23.37 | |
| Albay..... | 38.4 | 187 | 78 | 20 | 15 | 2 | 4 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 23 | 23.37 | |
| Nueva Vizcaya..... | 33.9 | 3 | 34 | 17 | 1 | 1 | 1 | 1 | ..... | 5.4 | 60.7 | 30.4 | 1.8 | ..... | 1.8 | ..... | 56 | 22.05 | |
| Manila..... | 31.3 | ..... | ..... | ..... | ..... | 183 | 61 | 431 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 627 | 55.60 | |
| Pangasinan..... | 29.5 | 415 | 58 | 75 | 15 | 24 | 3 | 4 | ..... | 69.9 | 9.8 | 12.6 | 2.5 | 4.0 | .5 | ..... | 584 | 23.83 | |
| Mindoro..... | 29.4 | 10 | 62 | 22 | 7 | ..... | ..... | ..... | ..... | 80.8 | 21.6 | 6.9 | 1.0 | ..... | ..... | ..... | 102 | 23.23 | |
| Bataan..... | 29.0 | 49 | 16 | 4 | ..... | ..... | ..... | ..... | ..... | 71.0 | 23.2 | 5.8 | ..... | ..... | ..... | ..... | 69 | 22.10 | |
| Camarines..... | 28.0 | ..... | ..... | ..... | ..... | 2 | 1 | ..... | ..... | 71.5 | 20.1 | 6.7 | 8 | 4 | ..... | ..... | 239 | 23.22 | |
| Surigao..... | 28.0 | 38 | 69 | 18 | 19 | 2 | 3 | 1 | ..... | 46.0 | 12.0 | 12.7 | 1.3 | 2.0 | ..... | ..... | 150 | 22.33 | |
| Occidental Negros..... | 26.6 | 298 | 66 | 21 | 11 | 6 | ..... | ..... | ..... | 73.1 | 16.9 | 5.4 | 2.8 | 1.5 | ..... | ..... | 391 | 24.04 | |
| Cagayan..... | 25.0 | 198 | 45 | 18 | 3 | ..... | ..... | ..... | ..... | 75.0 | 17.0 | 6.8 | 1.1 | ..... | ..... | ..... | 264 | 23.39 | |
| Laguna..... | 24.2 | 226 | 25 | 42 | 11 | 3 | ..... | ..... | ..... | 67.5 | 7.5 | 12.5 | 3.3 | .9 | ..... | ..... | 335 | 22.73 | |
| Isabela..... | 23.8 | 115 | 30 | 2 | 2 | 2 | ..... | ..... | ..... | 76.2 | 19.9 | 1.3 | 1.3 | 1.3 | ..... | ..... | 151 | 23.65 | |
| Iloilo..... | 23.0 | 493 | 56 | 53 | 11 | 14 | 14 | 3 | ..... | 76.6 | 8.7 | 8.2 | 1.7 | 2.0 | .5 | ..... | 644 | 23.62 | |
| Cavite..... | 22.0 | 184 | 17 | 7 | 9 | 3 | 4 | ..... | ..... | 76.3 | 7.0 | 7.0 | 2.9 | 3.7 | 1.2 | 1.7 | 241 | 23.59 | |
| Misamis..... | 21.7 | 144 | 30 | 4 | 1 | 4 | 1 | ..... | ..... | 78.3 | 16.3 | 2.2 | .5 | 2.2 | .5 | ..... | 184 | 23.69 | |
| Ilocos Sur..... | 20.6 | 161 | 109 | 32 | 34 | 4 | ..... | ..... | ..... | 47.3 | 32.1 | 9.4 | 10.0 | 1.2 | ..... | ..... | 340 | 20.75 | |

| | | | | | | | | | | | | | | | | | | |
|-----------------|-------|-------|-------|-----|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|-------|--------|-------|
| Tarlac..... | 20.0 | 196 | 16 | 14 | 1 | 17 | 1 | | 80.0 | 6.5 | 5.7 | 4 | 6.9 | 4 | 245 | 23.14 | | |
| Sorsogon..... | 18.6 | 191 | 32 | 12 | | | 1 | | 90.9 | 13.8 | 6.1 | | | | 286 | 22.47 | | |
| Zambales..... | 17.8 | 36 | 89 | 3 | 10 | 12 | 1 | | 23.7 | 58.5 | 2.0 | 6.6 | 7.9 | 7 | 182 | 21.62 | | |
| Capiz..... | 17.6 | 189 | 208 | 43 | 21 | 9 | 11 | | 39.2 | 43.2 | 8.9 | 4.4 | 1.9 | 2.3 | 482 | 23.87 | | |
| Oriental Negros | 17.4 | 257 | 31 | 20 | | 2 | 1 | | 82.6 | 10.0 | 6.4 | | | 3 | 311 | 22.12 | | |
| Batanes..... | 17.4 | 15 | 4 | 3 | 1 | | | | 65.2 | 17.4 | 13.0 | 4.3 | | | 23 | 17.41 | | |
| Leyte..... | 15.8 | 2 | 414 | 57 | 15 | 5 | 1 | 1 | 4 | 83.6 | 11.5 | 3.0 | 1.0 | 2 | 496 | 22.29 | | |
| Union..... | 15.3 | 171 | 72 | 38 | 4 | 2 | | | 59.6 | 25.1 | 13.2 | 1.4 | 7 | | 287 | 20.75 | | |
| Ilocos Norte | 14.9 | 248 | 49 | 11 | 25 | 2 | 14 | | 71.0 | 14.0 | 3.2 | 7.2 | 6 | 4.0 | 349 | 20.15 | | |
| Antique..... | 13.5 | 37 | 104 | 10 | 7 | 4 | 1 | | 22.7 | 63.8 | 6.1 | 4.2 | 2.5 | | 163 | 23.73 | | |
| Bohol..... | 10.6 | 309 | 137 | 42 | 7 | 3 | 1 | | 61.9 | 27.5 | 8.4 | 1.4 | 6 | 2 | 499 | 23.06 | | |
| Samar..... | 9.5 | 17 | 241 | 21 | 1 | 4 | 1 | | 6.0 | 84.6 | 7.4 | 4 | 1.4 | 4 | 286 | 20.67 | | |
| Nueva Ecija | 8.8 | 115 | 122 | 18 | 4 | | 1 | | 44.2 | 46.9 | 6.9 | 1.5 | | | 260 | 19.96 | | |
| Palawan..... | 0.0 | 35 | 8 | | | | | | 81.4 | 18.6 | | | | | 43 | 17.56 | | |
| Total..... | 1,421 | 5,849 | 1,643 | 960 | 293 | 601 | 158 | 539 | 12.3 | 61.1 | 14.3 | 8.4 | 2.6 | 5.3 | 1.4 | 4.7 | 11,464 | 25.99 |

From March, 1916, to March, 1917, the average salary increased from ₱22.88 to ₱23.98, a gain of ₱1.10. From January, 1918, the average salary was ₱25.99, an increase of ₱2.01 over March, 1917. During the latter period, several divisions made notable progress in improving the salary status of municipal teachers as the following increases in salary per month show: Capiz, ₱8.54; Agusan, ₱8.31; Bukidnon, ₱7.08; Bohol, ₱6.56; Antique, ₱5.35; Tarlac, ₱3.53; Iloilo, ₱3.31; Batangas, ₱2.84; Oriental Negros, ₱2.84; Ilocos Norte, ₱2.75; Nueva Ecija, ₱2.65; Occidental Negros, ₱2.38; Isabela, ₱2.19; Mindoro, ₱2.19; Pampanga, ₱2.17.

The range of salaries is as important as the average salary in building up a satisfactory teaching corps that will be reasonably permanent. The divisions differ widely in the percentages of teachers who receive ₱25 or more per month. The variations are often due to factors over which division superintendents have no control, but divisions having less than 28 per cent (the medium per cent) of their teachers receiving ₱25 or over should attempt to approach that figure.

No. 11.—School libraries.

The following table shows, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, school year, 1916-17.

| Division. | Number of schools. | | | | Number of libraries. | | | | Number of books December 31, 1917. | | | | Number of pamphlets December 31, 1917. | | | |
|----------------|--------------------|---------|---------------|------------|----------------------|----------|---------|---------------|------------------------------------|--------|----------|---------|--|------------|--------|--|
| | Primary. | | Intermediate. | Secondary. | Total. | Primary. | | Intermediate. | Secondary. | Total. | Primary. | | Intermediate. | Secondary. | Total. | |
| | Central. | Barrio. | | | | Central. | Barrio. | | | | Central. | Barrio. | | | | |
| | | | | | | | | | | | | | | | | |
| Manila. | 21 | — | 6 | 4 | 31 | 2,910 | — | 4,065 | 9,028 | 16,001 | 938 | — | 602 | 4,474 | 6,014 | |
| Albay. | 24 | 99 | 10 | 1 | 134 | 17 | 2 | 1,394 | 2,968 | 5,160 | 373 | 5 | 1,059 | 54 | 1,491 | |
| Antique. | 10 | 48 | 3 | 1 | 62 | 17 | 4 | 289 | 37 | 1,232 | 63 | — | 2 | 653 | 718 | |
| Bataan. | 10 | 7 | 2 | 1 | 20 | 10 | 4 | 601 | 53 | 2,066 | 166 | 10 | 136 | 112 | 424 | |
| Batanes. | 6 | — | 1 | — | 7 | 6 | — | 147 | — | 276 | 135 | — | 146 | 18 | 299 | |
| Batangas. | 21 | 116 | 13 | 1 | 151 | 17 | 11 | 704 | 58 | 2,701 | 417 | — | 245 | 500 | 1,162 | |
| Bohol. | 84 | 180 | 18 | 1 | 283 | 16 | 10 | 433 | 66 | 1,018 | 257 | — | 615 | 79 | 927 | |
| Bulacan. | 22 | 66 | 17 | 1 | 105 | 16 | 9 | 121 | 117 | 2,265 | 267 | 36 | 349 | 440 | 1,082 | |
| Cagayan. | 22 | 69 | 11 | 1 | 103 | 21 | 3 | 587 | 60 | 1,711 | 747 | 50 | 942 | 143 | 1,862 | |
| Camariñas. | 39 | 97 | 9 | 1 | 146 | 31 | — | 238 | — | 1,010 | 285 | — | 109 | 97 | 491 | |
| Capiz. | 30 | 148 | 13 | 2 | 193 | 30 | 20 | 792 | 260 | 2,295 | 137 | — | 126 | 20 | 283 | |
| Cavite. | 20 | 40 | 9 | 1 | 70 | 14 | 8 | 1,006 | 106 | 1,142 | 183 | — | 1,063 | 24 | 1,270 | |
| Cebu. | 49 | — | 19 | 1 | 69 | 18 | — | 1,619 | — | 1,580 | 321 | — | 547 | 42 | 910 | |
| C. L. A. S. I. | — | — | 1 | 1 | 2 | — | 2 | — | — | 425 | — | — | — | 800 | 800 | |
| Ilocos Norte. | 21 | 103 | 16 | 1 | 141 | 2 | — | 34 | — | 991 | 20 | — | 80 | 534 | 634 | |
| Ilocos Sur. | 47 | 100 | 16 | 2 | 165 | 22 | 4 | 1,331 | 112 | 1,195 | 277 | 6 | 1,593 | 217 | 2,093 | |
| Iloilo. | 25 | 197 | 21 | 1 | 244 | 13 | 10 | 998 | 144 | 1,830 | 98 | 32 | 1,588 | 21 | 1,749 | |
| Isabela. | 9 | 1 | 2 | 1 | 13 | 312 | 9 | 762 | 1,024 | 2,107 | 84 | — | 38 | 59 | 302 | |
| Laguna. | 27 | 45 | 17 | 1 | 90 | 16 | 9 | 1,119 | 172 | 2,290 | 221 | — | 362 | 200 | 763 | |
| Leyte. | 42 | 177 | 23 | 1 | 243 | 27 | 19 | 649 | — | 1,268 | 216 | — | 326 | 80 | 572 | |
| Mindoro. | 14 | 38 | 8 | 1 | 61 | 3 | 2 | 175 | 140 | 265 | — | — | 58 | 80 | 138 | |
| Misamis. | 15 | 73 | 4 | 1 | 93 | 7 | 5 | 89 | 420 | 570 | — | — | 18 | 350 | 368 | |
| Mountain. | 40 | 69 | 4 | 1 | 114 | 80 | 67 | 169 | 224 | 1,049 | 22 | 10 | 48 | 8 | 68 | |
| Nueva Ecija. | 26 | 87 | 9 | 1 | 123 | 419 | 13 | 382 | 900 | 1,714 | 12 | — | 54 | — | 66 | |
| Nueva Vizcaya. | 11 | 12 | 3 | 1 | 13 | 213 | 140 | 514 | 1,290 | 2,157 | 64 | — | 92 | 500 | 666 | |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|-----|-------|-----|-----|-------|-----|-----|-----|-----|-------|--------|-------|--------|--------|---------|-------|-----|--------|--------|--------|
| Occidental Negros | 23 | 97 | 14 | 1 | 135 | 16 | 5 | 11 | 1 | 33 | 973 | 202 | 1,751 | 1,457 | 4,353 | 117 | 1 | 491 | 71 | 690 |
| Oriental Negros | 21 | 113 | 8 | 1 | 143 | 10 | 3 | 3 | 1 | 13 | 368 | --- | 1,398 | --- | 1,761 | 110 | --- | 47 | --- | 157 |
| Palawan | 14 | 24 | 4 | 1 | 43 | 3 | --- | 3 | --- | 7 | 75 | --- | 134 | 844 | 553 | 15 | --- | 35 | 60 | 110 |
| Pampanga | 21 | 86 | 12 | 1 | 120 | 17 | 11 | 10 | 1 | 39 | 440 | 17 | 1,887 | 1,670 | 3,514 | 192 | --- | 274 | 138 | 504 |
| Pangasinan | 53 | 131 | 32 | 1 | 217 | 20 | 13 | 27 | 1 | 61 | 458 | 89 | 2,843 | 1,601 | 5,021 | 209 | --- | 1,742 | 151 | 2,102 |
| Rizal | 24 | 59 | 8 | 1 | 92 | 21 | 4 | 6 | 1 | 31 | 1,448 | 128 | 1,729 | 1,212 | 4,517 | 417 | 37 | 207 | 31 | 692 |
| Samar | 37 | 131 | 10 | 1 | 179 | 8 | --- | 10 | 1 | 19 | 297 | --- | 235 | 753 | 1,845 | 14 | --- | 96 | 187 | 296 |
| Sorsogon | 24 | 67 | 6 | 1 | 98 | 22 | 5 | 5 | 1 | 28 | 996 | --- | 476 | 784 | 2,256 | 275 | --- | 12 | 100 | 387 |
| Surigao | 16 | 82 | 6 | 1 | 106 | 16 | 82 | 6 | 1 | 106 | 359 | 149 | 215 | 909 | 1,682 | 34 | 18 | 15 | 64 | 131 |
| Tarlac | 33 | 75 | 19 | 2 | 129 | 13 | --- | 10 | 2 | 25 | 790 | --- | 2,772 | 2,917 | 6,479 | 219 | --- | 484 | 698 | 1,396 |
| Tayabas | 14 | 46 | 15 | 1 | 76 | 6 | 3 | 14 | 1 | 24 | 259 | 26 | 1,495 | 1,087 | 2,857 | 43 | 7 | 253 | 49 | 352 |
| Union | 14 | 47 | 4 | 1 | 66 | 12 | 1 | 4 | 1 | 18 | 430 | 12 | 1,872 | 446 | 1,750 | 67 | --- | 207 | 28 | 302 |
| Zambales | | | | | | | | | | | | | | | | | | | | |
| Normal | | | | | | | | | | | | | | | | | | | | |
| Total | 879 | 2,724 | 393 | 44 | 4,040 | 508 | 223 | 293 | 45 | 1,074 | 25,676 | 2,218 | 42,064 | 57,150 | 127,128 | 6,981 | 212 | 13,181 | 11,087 | 31,411 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Aguian | | | 3 | --- | 3 | --- | --- | 3 | --- | 3 | --- | --- | 235 | --- | 235 | --- | --- | 60 | --- | 60 |
| Bukidnon | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cotabato | 1 | --- | --- | --- | 1 | --- | --- | --- | --- | 1 | 124 | --- | --- | --- | 124 | --- | --- | --- | --- | --- |
| Davao | --- | 1 | --- | --- | 2 | --- | --- | 1 | --- | 2 | 106 | --- | 97 | --- | 97 | --- | --- | --- | --- | --- |
| Lanao | --- | --- | 1 | --- | --- | 1 | --- | --- | --- | --- | --- | --- | 108 | --- | 209 | 3 | --- | 80 | --- | 88 |
| Sulu | 1 | 30 | 1 | --- | 32 | 1 | --- | 1 | 1 | 2 | 74 | --- | 51 | --- | 125 | --- | --- | --- | --- | --- |
| Zamboanga | --- | --- | --- | 1 | 1 | --- | --- | --- | --- | 1 | --- | --- | --- | 1,212 | 1,212 | --- | --- | --- | --- | --- |
| Grand total | 882 | 2,754 | 399 | 45 | 4,080 | 511 | 223 | 299 | 46 | 1,084 | 25,980 | 2,218 | 42,570 | 58,362 | 129,130 | 6,984 | 212 | 13,301 | 11,087 | 31,554 |

No. 11.—*School libraries—Continued.*

| Division. | Total number of books and pamphlets. | | | Number of books acquired in 1917. | | | Newspaper subscriptions. | | | Educational magazine subscriptions. | | |
|-----------------|--------------------------------------|---------|---------------|-----------------------------------|----------|----------|--------------------------|------------|--------|-------------------------------------|----------|---------------|
| | Primary. | | | Secondary. | | | Total. | | | Total. | | |
| | Central. | Barrio. | Intermediate. | Barrio. | Central. | Primary. | Intermediate. | Secondary. | Total. | Barrio. | Central. | Intermediate. |
| Manila | 3,848 | | 4,667 | 13,500 | 22,015 | 519 | 1,304 | 1,386 | 3,219 | 24 | 39 | 83 |
| Albay | 1,140 | 46 | 2,463 | 3,012 | 6,651 | 251 | 224 | 281 | 769 | 18 | 31 | 13 |
| Antique | 352 | 47 | 1,514 | 1,960 | 3,485 | 348 | 37 | 90 | 34 | 509 | 7 | 1 |
| Bataan | 767 | 63 | 688 | 972 | 2,490 | 432 | 49 | 134 | 716 | 1 | 2 | 3 |
| Batanes | 282 | | 266 | 27 | 575 | | 82 | 9 | 91 | | | 4 |
| Batangas | 1,121 | 58 | 1,221 | 1,463 | 3,863 | 372 | 310 | 157 | 339 | 8 | 2 | 17 |
| Bohol | 666 | | 1,633 | 1,749 | 3,514 | 268 | 4 | 633 | 476 | 1 | 12 | 10 |
| Bulacan | 1,838 | 153 | 2,454 | 2,705 | 6,860 | 960 | 117 | 733 | 3,033 | 13 | 32 | 26 |
| Cagayan | 1,334 | 110 | 2,683 | 965 | 5,062 | 336 | 20 | 636 | 1,244 | 5 | 19 | 31 |
| Camaringes | 823 | | 1,107 | 1,919 | 3,063 | 139 | 163 | 208 | 510 | 3 | 106 | 25 |
| Capiz | 2,929 | 260 | 1,849 | 2,315 | 7,353 | 794 | 209 | 492 | 2,574 | 7 | 40 | 53 |
| Cebu | 1,189 | 106 | 2,205 | 1,918 | 5,338 | 567 | 96 | 586 | 1,864 | 3 | 37 | 9 |
| C. L. A. S. 1 | 1,940 | | 2,137 | 1,925 | 5,992 | 653 | 582 | 969 | 1,864 | 17 | 51 | 23 |
| Ilocos Norte | 54 | | 1,071 | 3,089 | 4,214 | | 455 | 80 | 1,084 | 7 | 2 | 19 |
| Ilocos Sur | 1,608 | 118 | 2,798 | 2,655 | 7,179 | 695 | 90 | 798 | 2,157 | 4 | 15 | 9 |
| Iloilo | 1,096 | 176 | 2,428 | 2,491 | 6,133 | 369 | 134 | 786 | 2,339 | 12 | 41 | 27 |
| Isabela | 1,306 | 9 | 2,499 | 1,113 | 5,928 | 306 | 9 | 286 | 2,554 | 19 | 27 | 18 |
| Laruna | 1,340 | 172 | 2,652 | 1,117 | 5,291 | 451 | 569 | 408 | 1,530 | 31 | 52 | 44 |
| Leyte | 866 | | 1,619 | 1,822 | 4,306 | 326 | 545 | 507 | 1,378 | 11 | 36 | 22 |
| Mindoro | 175 | 140 | 323 | 753 | 1,391 | 175 | 140 | 175 | 377 | | 3 | 3 |
| Misamis | 56 | | 438 | 920 | 1,417 | 123 | 123 | 300 | 492 | | 1 | 1 |
| Mountain | 109 | 77 | 217 | 232 | 1,328 | 80 | 17 | 172 | 336 | 2 | 15 | 3 |
| Nueva Ecija | 437 | 13 | 436 | 900 | 1,780 | 174 | 13 | 198 | 300 | 686 | 1 | 3 |
| Nueva Vizcaya | 277 | 140 | 606 | 1,790 | 2,913 | 56 | 48 | 211 | 300 | 615 | 6 | 9 |
| Oriental Negros | 1,090 | 203 | 2,242 | 1,528 | 5,063 | 588 | 200 | 470 | 1,418 | 9 | 10 | 9 |
| Palawan | 478 | | 1,440 | 1,018 | 3,466 | 175 | 246 | 10 | 299 | 10 | 20 | 10 |
| Pampanga | 632 | 17 | 1,651 | 1,808 | 4,118 | 371 | 17 | 655 | 284 | 2 | 6 | 1 |
| Pangasinan | 697 | 89 | 4,585 | 1,762 | 7,123 | 386 | 1,249 | 346 | 1,961 | 34 | 196 | 79 |

1 Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | | | |
|--------------------|--------|-------|--------|--------|---------|--------|-------|--------|--------|--------|-----|----|-----|-----|-------|-----|----|-----|-------|
| Rizal | 1,865 | 165 | 1,986 | 1,243 | 5,209 | 425 | 61 | 375 | 134 | 995 | 8 | 4 | 4 | 16 | 33 | 1 | 6 | 2 | 42 |
| Sanar | 311 | | 390 | 940 | 1,641 | 74 | | 268 | 275 | 611 | 27 | 31 | 14 | 72 | 8 | | 12 | 4 | 24 |
| Sorsogon | 1,271 | | 488 | 884 | 2,643 | 478 | | 182 | 81 | 711 | 9 | 7 | 1 | 18 | 8 | 7 | 3 | 2 | 20 |
| Surigao | | | | 1,056 | 1,066 | | | | 329 | 329 | | | | | | | | | |
| Tarlac | 393 | 167 | 230 | 973 | 1,763 | 211 | 145 | 122 | 199 | 677 | | 1 | 2 | 3 | | | 2 | 2 | |
| Tayabas | 1,009 | | 3,256 | 3,610 | 7,875 | 131 | | 361 | 105 | 597 | 20 | 19 | 4 | 43 | 28 | | 34 | 4 | 66 |
| Union | 302 | 33 | 1,733 | 3,209 | 3,209 | 164 | 10 | 477 | 568 | 1,295 | | 3 | 1 | 4 | 3 | 1 | 8 | 2 | 14 |
| Zambales | 487 | 12 | 1,079 | 474 | 2,062 | 215 | | 137 | 89 | 441 | 1 | | 2 | 6 | | | 3 | 1 | 4 |
| Normal | | | | | | | | | | | | | | | | | | | |
| Total | 32,657 | 2,430 | 55,245 | 68,207 | 158,539 | 11,622 | 1,531 | 14,500 | 13,596 | 41,249 | 393 | 44 | 512 | 108 | 1,052 | 682 | 64 | 487 | 1,360 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | |
| Agusan | | | 296 | | 296 | | | 187 | | 187 | | | | | | | 3 | | 3 |
| Bukidnon | | | | | | | | | | | | | | | | | | | |
| Cotabato | 124 | | | 124 | 124 | | | | | 124 | 2 | | | | 2 | | | | |
| Davao | 109 | | 97 | | 97 | | | 97 | | 97 | | 1 | | | 1 | | | | |
| Lanao | | | 183 | | 292 | 93 | | 88 | | 181 | 1 | 1 | | 2 | 2 | | 1 | | 3 |
| Sulu | 74 | | 51 | | 125 | 74 | | 51 | | 125 | | | | | | | | | |
| Zamboanga | | | | 1,212 | 1,212 | | | | 733 | 733 | | | | | | | 3 | | 3 |
| Grand total | 32,964 | 2,430 | 55,871 | 69,419 | 160,684 | 11,913 | 1,531 | 14,923 | 14,329 | 42,696 | 396 | 44 | 514 | 108 | 1,057 | 684 | 64 | 491 | 1,369 |

No. 11.—School libraries—Continued.

| Division. | Other magazine subscriptions. | | | | Total newspaper and magazine subscriptions. | | | | Number of persons using the libraries. | | | | Number of libraries used by people of the community. | | | |
|--------------------------|-------------------------------|---------|---------------|--------|---|---------|---------------|--------|--|---------|---------------|--------|--|---------|---------------|--------|
| | Prim-ary. | | | | Total. | | | | Teachers and pupils. | | | | Prim-ary. | | | |
| | Secondary. | | | | Total. | | | | Primary. | | | | Secondary. | | | |
| | Central. | Barrio. | Intermediate. | Total. | Central. | Barrio. | Intermediate. | Total. | Central. | Barrio. | Intermediate. | Total. | Central. | Barrio. | Intermediate. | Total. |
| Manila | 15 | 9 | 12 | 84 | 111 | 119 | 43 | 270 | 4,452 | 81 | 3,450 | 10,805 | 3 | 74 | 12 | 89 |
| Albay | 9 | 10 | 10 | 15 | 34 | 40 | 24 | 91 | 1,471 | 101 | 1,237 | 3,124 | 151 | 10 | 101 | 272 |
| Antique | 10 | 12 | 12 | 22 | 22 | 23 | 2 | 40 | 1,230 | 101 | 231 | 1,707 | 29 | 2 | 2 | 31 |
| Bataan | | 3 | 10 | 13 | 2 | 2 | 6 | 14 | 22 | 367 | 171 | 1,892 | 30 | 10 | 35 | 75 |
| Batanes | | | 4 | 1 | 5 | | 4 | 1 | 150 | | 131 | 291 | 2 | | | 2 |
| Batangas | 2 | 5 | 30 | 37 | 37 | 22 | 22 | 39 | 4,156 | 294 | 1,470 | 6,134 | 35 | 35 | 7 | 77 |
| Bohol | 6 | 21 | 8 | 35 | 37 | 22 | 63 | 13 | 2,633 | 60 | 2,536 | 6,689 | 183 | 25 | 138 | 348 |
| Bulacan | 2 | 17 | 19 | 42 | 71 | 42 | 43 | 8 | 5,681 | 440 | 1,714 | 485 | 257 | 38 | 2 | 295 |
| Cagayan | 27 | 29 | 6 | 62 | 139 | 19 | 81 | 7 | 3,170 | 180 | 2,906 | 300 | 6,556 | 210 | 10 | 203 |
| Camaringes | | 1 | 11 | 12 | 7 | 7 | 5 | 13 | 1,690 | | 873 | 780 | 50 | 30 | 20 | 100 |
| Capiz | 23 | 9 | 8 | 40 | 129 | 16 | 58 | 15 | 5,555 | 621 | 1,283 | 854 | 247 | 40 | 3 | 441 |
| Cavite | 7 | 12 | 15 | 34 | 51 | 9 | 49 | 20 | 3,667 | 779 | 1,660 | 244 | 91 | 90 | 1 | 91 |
| Cebu | 34 | 7 | 6 | 47 | 129 | | 26 | 7 | 2,279 | | 1,342 | 717 | 273 | 129 | 20 | 422 |
| C. L. A. S. ¹ | | | | | | | | | | | | 757 | 757 | 100 | 100 | 100 |
| Ilocos Norte | 3 | 26 | 13 | 42 | 12 | 12 | 62 | 23 | 20 | | 2,339 | 731 | 3,090 | 77 | 8 | 85 |
| Ilocos Sur | 2 | 14 | 27 | 43 | 14 | 1 | 30 | 37 | 2,538 | 327 | 1,463 | 900 | 5,228 | 10 | 56 | 310 |
| Iloilo | 8 | 20 | 28 | 56 | 47 | 33 | 50 | 32 | 2,784 | 1,139 | 2,578 | 7,396 | 138 | 5 | 89 | 232 |
| Isabela | 6 | 11 | 16 | 33 | 26 | 71 | 12 | 14 | 429 | 3 | 409 | 304 | 1,145 | 4 | 4 | 8 |
| Laguna | 8 | 30 | 12 | 50 | 71 | | 116 | 17 | 1,996 | 200 | 4,141 | 551 | 6,888 | 245 | 40 | 560 |
| Leyte | 9 | 80 | 13 | 72 | 52 | | 111 | 20 | 3,372 | | 2,879 | 715 | 6,966 | | 137 | 394 |
| Mindoro | | 3 | 10 | 13 | | | 4 | 19 | 625 | 100 | 160 | 143 | 1,028 | | 200 | 212 |
| Misamis | | 7 | 7 | 14 | | | 3 | 9 | 310 | | 407 | 195 | 912 | | 5 | 6 |
| Mountain | 1 | 4 | 6 | 11 | 6 | 10 | 9 | 9 | 20 | 25 | 249 | 131 | 420 | 771 | 90 | 1,106 |
| Nueva Ecija | | 7 | 14 | 21 | 3 | | 21 | 16 | 2,189 | 84 | 1,006 | 400 | 3,679 | 28 | 10 | 36 |
| Nueva Vizcaya | | 1 | 8 | 9 | | | 9 | 20 | 211 | 86 | 1,286 | 500 | 1,082 | 174 | 90 | 385 |

¹ Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|-----|----|-----|-----|-------|-------|-----|-------|-------|-------|--------|--------|--------|--------|---------|-------|-------|-------|-------|--------|
| | 32 | 3 | 35 | 9 | 57 | 4 | 69 | 1,041 | 121 | 1,907 | 288 | 3,357 | 63 | 96 | 6 | 164 | 5 | 2 | 1 | 1 |
| Oriental Negros | 10 | 10 | 20 | 20 | 28 | 27 | 47 | 1,126 | 1,957 | 2,967 | 347 | 2,686 | 25 | 12 | 24 | 37 | 3 | 2 | 1 | 1 |
| Palaian | 5 | 5 | 10 | 10 | 6 | 6 | 16 | 150 | 204 | 294 | 347 | 7,884 | 25 | 2 | 6 | 37 | 3 | 2 | 1 | 1 |
| Pampanga | 10 | 6 | 18 | 68 | 1 | 28 | 106 | 3,634 | 15 | 604 | 135 | 7,884 | 86 | 2 | 6 | 8 | — | — | 1 | 1 |
| Pangasinan | 11 | 2 | 42 | 68 | 76 | 4 | 374 | 2,422 | 131 | 7,396 | 1,562 | 11,511 | 104 | 3 | 174 | 281 | 19 | 7 | — | 26 |
| Rizal | — | 10 | 15 | 25 | 41 | 1 | 83 | 4,227 | 960 | 1,374 | 835 | 7,396 | 56 | 90 | — | 146 | 2 | — | 2 | 4 |
| Samar | 2 | 3 | 7 | 37 | 45 | 21 | 103 | 425 | 380 | 1,038 | 1,458 | 245 | 148 | 380 | 620 | 1,145 | 8 | 7 | 1 | 16 |
| Sorsogon | 3 | 5 | 18 | 26 | 20 | 14 | 9 | 1,948 | 604 | 604 | 340 | 2,913 | 86 | 20 | 106 | 3 | — | — | 3 | 8 |
| Surigao | — | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Tarlac | — | 7 | 7 | — | — | — | 1 | 11 | 12 | 2,691 | 4,374 | 868 | 311 | 8,244 | 256 | 1,180 | 303 | 2 | 1,411 | 8 |
| Tabayas | 9 | 12 | 35 | 57 | 65 | 22 | 144 | 2,083 | 2,180 | 450 | 4,713 | 120 | 190 | 77 | 50 | 247 | — | 3 | 2 | 5 |
| Union | 11 | 8 | 11 | 3 | 1 | 14 | 29 | 961 | 526 | 2,528 | 410 | 4,425 | 8 | 80 | 5 | 88 | — | 1 | 1 | 2 |
| Zambales | 7 | 7 | 7 | 1 | 6 | 10 | 17 | 2,349 | 30 | 817 | 193 | 2,889 | 17 | 204 | — | 221 | 1 | — | — | 2 |
| Normal | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Total | 201 | 2 | 402 | 426 | 1,031 | 1,276 | 110 | 1,401 | 656 | 3,443 | 73,975 | 10,887 | 56,563 | 19,112 | 150,457 | 4,265 | 1,658 | 3,391 | 1,064 | 10,378 |
| Mindanao and Sulu: | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Agusan | 1 | 1 | 1 | — | 4 | 4 | — | — | 274 | — | — | 274 | — | 7 | — | 7 | — | — | — | 326 |
| Bukidnon | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Cotabato | — | — | 2 | — | — | 2 | 150 | — | — | — | — | 150 | — | — | — | — | — | — | — | — |
| Davao | — | — | — | — | 1 | 1 | — | — | 60 | — | — | 60 | — | 1 | — | 1 | — | — | — | — |
| Lanao | 1 | 1 | 4 | — | 2 | 6 | 80 | — | 81 | — | — | 161 | 2 | — | — | 2 | — | — | — | — |
| Sulu | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Zamboanga | — | 8 | 8 | — | — | — | 110 | — | 25 | — | — | 135 | — | — | — | — | — | — | — | — |
| Grand total | 202 | 2 | 408 | 434 | 1,041 | 1,282 | 110 | 1,408 | 667 | 3,467 | 74,315 | 10,837 | 57,008 | 19,462 | 161,617 | 4,267 | 1,668 | 3,399 | 1,064 | 10,388 |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

As anticipated, an encouraging development of school libraries took place during 1917. The number of libraries increased by 425; the number of books, by 41,730; the number of newspaper subscriptions, by 311; the number of teachers and pupils reading library books, by 71,467; and the number of other persons using the libraries, by 6,707. Expressed in percentages, the libraries showed a gain of 43 per cent; books, 48 per cent; books acquired during the year, 103 per cent; newspaper subscriptions, 41 per cent; teacher and pupil users, 79 per cent; and other users, 182 per cent. Educational magazines increased by 8 per cent, but other magazines showed a slight decrease.

The increase in the number of libraries was considerable in fifteen divisions, while no increase or a small increase took place in twelve divisions. In twelve divisions, the number of libraries is still less than the number of central primary schools. In some divisions the organization of libraries has not received the attention it deserves.

No. 12.—*Agricultural schools.*

The following table shows the names and locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, the value of products raised, and the amount of money provided for the school year, 1916-17.

| Name and location of school. | Teachers. | | Total annual enrollment. | | Area of farm or grounds in hectares. | | Number of animals. | | | | | | Value of products. | | | | | | |
|--|-----------|-------------|--------------------------|---------|--------------------------------------|-----------------------|--------------------|----------|---------|--------------|---------------|-------|--------------------|----------|------------------|-----------------|----------|---------|-----------|
| | American. | Philippino. | Male. | Female. | Total. | Culti- vat- ed. | Total. | Carabao. | Horses. | Work cattle. | Other cattle. | Hogs. | Poultry. | Animals. | Vege- tables. | Field crops. | Fruits. | Others. | Total. |
| | | | | | | | | | | | | | | | | | | | |
| Central Luzon Agricultural School, Muñoz, Nueva Ecija | 4 | 6 | 511 | | 511 | 180 | 658 | 73 | 3 | 24 | 5 | 168 | 262 | 2,023.25 | 133.70 | 8,588.24 | 146.16 | | 10,891.35 |
| Bunawan Agricultural School, Bu- nawan, Agusan | 1 | 3 | 49 | 5 | 54 | 6 | 42 | 3 | | | | 4 | 75 | 240.72 | 51.10 | 412.50 | 63.06 | | 767.38 |
| Mailing Agricultural School, Mailing, Bukidnon | 1 | 3 | 53 | | 53 | 13 | 268 | | 1 | 6 | 16 | 30 | 30 | 218.00 | 236.75 | 818.70 | 784.89 | | 2,068.34 |
| Aborinan Agricultural School, Abor- inan, Palawan | | 4 | 50 | 54 | 104 | 30 | 199 | 3 | | 1 | | 43 | | 272.80 | 171.12 | 764.00 | 268.37 | 832.68 | 1,508.97 |
| Lagangilang Agricultural School, Lagangilang, Abra | 1 | 4 | 88 | | 88 | 6 | 7 | | 3 | | | 36 | 273 | 663.00 | 258.00 | 536.00 | 54.00 | | 1,511.00 |
| La Trinidad Agricultural School, Baguio, Mountain | | 2 | 46 | 14 | 60 | 10 | 14 | 1 | | 1 | | | 22 | | 125.92 | | | | 125.92 |
| Piang Agricultural School, Piang, Cotabato | | 7 | 119 | | 119 | 16 | 32 | 5 | 1 | | | | 250 | | 248.76 | 493.55 | 102.36 | 100.68 | 945.35 |
| Lumbatan Agricultural School, Lumbatan, Lanao | 1 | 5 | 70 | 6 | 76 | 12 | 12 | 1 | | 5 | | | 19 | | 191.10 | 557.35 | 74.10 | 8.00 | 880.55 |
| Lapak Agricultural School, Lapak, Sulu | 1 | 2 | 21 | | 21 | 5 | 64 | | | 8 | | | | | 5.80 | 25.10 | | | 30.90 |
| Total | 9 | 36 | 1,007 | 79 | 1,086 | 278 | 1,296 | 86 | 4 | 49 | 21 | 281 | 931 | 3,417.77 | 1,422.25 | 12,196.44 | 1,492.94 | 141.36 | 18,669.76 |

| Name and location of school. | Number of home projects. | | | | Total. | Value of products from home project. | Total value of products from school and home project. |
|--|--------------------------|----------|--------|--------------|--------|--------------------------------------|---|
| | Hogs. | Poultry. | Fruit. | Field crops. | | | |
| Central Luzon Agricultural School, Muñoz, Nueva Ecija. | 20 | 8 | 31 | 24 | 153 | P949.72 | P11,841.07 |
| Bunawan Agricultural School, Bunawan, Agusan. | | | | | | | 767.38 |
| Mailag Agricultural School, Mailag, Bukidnon. | | | | | | | 2,068.34 |
| Arbolan Agricultural School, Arbolan, Palawan. | 8 | | | | 8 | 40.00 | 1,548.97 |
| Laganilang Agricultural School, Laganilang, Abra. | | 8 | | | 8 | 32.00 | 1,543.00 |
| La Trinidad Agricultural School, Baguio, Mountain. | | | | | | | 125.92 |
| Piang Agricultural School, Piang, Cotabato. | | | | | | | 945.35 |
| Lumbatan Agricultural School, Lumbatan, Lanao. | | | | | | | 830.55 |
| Lapak Agricultural School, Lapak, Sulu. | | | | | | | 30.80 |
| Total | 28 | 16 | 31 | 24 | 169 | 1,021.72 | 19,691.48 |

An agricultural school is a boarding school where pupils are subsisted by the Government; the farm is the home of the pupils. Most of these schools are located in regions that are sparsely settled and have much uncultivated land. One of the aims of agricultural schools is to foster the settlement of the unoccupied lands near by. The pupils in these schools are mostly non-Christians, except in the Central Luzon Agricultural School which is a larger and better equipped institution than the others.

No. 13.—*Farm schools.*

The following table shows the names and locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, the value of products, and the amount of money provided for the school year, 1916-17.

| Name and location of school. | Teachers. | | Total annual enrollment. | | Area of farm or grounds in hectares. | | Number of animals. | | | | | Value of products. | | | | | | | | | | | | | |
|--|------------|------------|--------------------------|----------|--------------------------------------|---------------|--------------------|-----------|---------|--------------|---------------|--------------------|----------|----------|--------------|--------------|---------|----------|-----------|--|--|---------|--|--|--|
| | | | | | | | Animals. | | | | | Vegetables. | | | | | Fruits. | | | | | Others. |  |  |  |  | Total. |
| | Amer-ican. | Philipino. | Male. | Fe-male. | Total. | Culti-vat-ed. | Total. | Caraibos. | Horses. | Work cattle. | Other cattle. | Hogs. | Poultry. | Animals. | Vege-tables. | Field crops. | Fruits. | Others. | Total. | | | | | | |
| Guinobatan Farm School, Guinobatan, Albay | | 5 | 131 | 47 | 178 | 6 | 12.5 | 4 | 2 | | 25 | 150 | P85.60 | P230.00 | P396.95 | P50.60 | P20.00 | | P785.15 | | | | | | |
| Batangas Farm School, Batangas, Batangas | | 3 | 86 | | 86 | 3 | 3 | | 2 | | 7 | 56 | 270.00 | 368.72 | 705.00 | 21.50 | 841.88 | | 2,207.10 | | | | | | |
| Bilar Farm School, Bilar, Bohol | | 4 | 78 | 26 | 104 | 5 | 12 | | | | 7 | 444 | 257.00 | 400.00 | 300.00 | | | | 957.00 | | | | | | |
| Odiangan Farm School, Odiangan, Capiz | | 6 | 117 | 49 | 166 | 10 | 13 | 3 | | | 5 | 132 | | 30.00 | 125.00 | | 45.00 | | 200.00 | | | | | | |
| Indang Farm School, Indang, Cavite | | 7 | 126 | 80 | 206 | 8.5 | 9.5 | | 2 | | 25 | 250 | 530.00 | 232.00 | 530.00 | 22.00 | 132.00 | | 1,446.00 | | | | | | |
| Batac Farm School, Batac, Ilocos Norte | | 1 | 9 | 191 | 118 | 309 | 5 | 7.2 | | | 5 | 59 | 241.00 | 283.61 | 493.00 | 17.48 | 7.86 | | 1,042.94 | | | | | | |
| Santa Maria Farm School, Santa Maria, Ilocos Sur | | 1 | 8 | 230 | 99 | 329 | 7 | 10 | | 2 | | 32 | 1,443 | 2,406.12 | 1,003.47 | 744.29 | 1.25 | | 4,154.13 | | | | | | |
| Isabela Farm School, Cabagan, Isabela | | 1 | 4 | 132 | 55 | 187 | 3 | 15 | 1 | 2 | | 3 | 14 | 32.00 | 50.00 | 200.00 | | | 282.00 | | | | | | |
| Tacloban Farm School, Tacloban, Leyte | | 1 | 2 | 94 | | 94 | 8 | 16 | 1 | 3 | | 20 | 45 | 54.50 | 99.53 | 120.34 | 18.05 | 6.69 | 299.11 | | | | | | |
| San Carlos Farm School, San Carlos, Pangasinan | | 1 | 6 | 161 | 86 | 247 | 10 | 12.7 | | 1 | 3 | 18 | 60 | 140.00 | 60.00 | 100.00 | | | 300.00 | | | | | | |
| Iba Farm School, Iba, Zambales | | 2 | 129 | | 129 | 9 | 11 | 3 | | | | 8 | 20 | 35.00 | 500.00 | 614.00 | 30.00 | 2.00 | 1,181.00 | | | | | | |
| Total | 5 | 56 | 1,475 | 560 | 2,035 | 74.5 | 121.9 | 12 | 1 | 18 | | 155 | 2,673 | 4,050.22 | 3,257.33 | 4,330.58 | 160.88 | 1,056.42 | 12,854.43 | | | | | | |

| Name and location of school. | Number of home projects. | | | | | Value of products from home project. | Total value of products from school and home project. |
|--|--------------------------|----------|--------|--------------|-------------|--------------------------------------|---|
| | Hogs. | Poultry. | Fruit. | Field crops. | Vegetables. | | |
| Guinobatan Farm School, Guinobatan, Albay | 30 | 50 | 20 | 15 | 20 | P378.82 | P1,163.47 |
| Batangas Farm School, Batangas | 1 | 1 | 1 | 1 | 1 | 861.15 | 8,063.25 |
| Bilar Farm School, Bilar, Bohol | | 46 | | 9 | 93 | 1,202.00 | 2,159.00 |
| Odiangan Farm School, Odiangan, Capiz | | | | | | | 200.00 |
| Indang Farm School, Indang, Cavite | | 28 | 4 | 26 | 29 | 1,888.00 | 2,889.00 |
| Batac Farm School, Batac, Ilocos Norte | 5 | 12 | | 3 | 115 | 1,022.97 | 2,045.91 |
| Santa Maria Farm School, Santa Maria, Ilocos Sur | 3 | 112 | 10 | 25 | 25 | 2,164.50 | 6,313.68 |
| Isabela Farm School, Cabaagan, Isabela | | | | | 28 | 114.00 | 396.00 |
| Tacloban Farm School, Tacloban, Leyte | | 10 | | | 30 | 21.80 | 320.41 |
| San Carlos Farm School, San Carlos, Pangasinan | 5 | 1 | 1 | | 11 | 165.00 | 465.00 |
| Iba Farm School, Iba, Zambales | | | | 23 | 21 | 75.65 | 1,256.65 |
| Total | 44 | 260 | 36 | 102 | 373 | 7,387.89 | 20,242.82 |

A farm school offers a three-year course of study to boys in the intermediate grades. The number of these schools increased from ten to eleven during 1916-17. The number of pupils enrolled during the year increased 17 per cent; the area cultivated, 40 per cent; and the value of products, 18 per cent. The number of animals more than doubled, the greatest gain being in poultry, while hogs also showed a good increase.

No. 14.—Settlement farm schools, 1916-17.

| Division. | Number of Schools. | Teachers. | | Total annual enrol- ment. | | | Total average daily attendance. | | | Monthly enrolment by grades. | | | | | | | | | | | |
|---------------|-----------------------|-----------|-------------|------------------------------|---------|--------|------------------------------------|---------|-------|------------------------------|-------|---------|-------|---------|-------|---------|--------|-------|-------|-------|-------|
| | | | | | | | | | | I. | | II. | | III. | | IV. | | V. | | VI. | |
| | | American. | Philippino. | Male. | Female. | Total. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Total. | | | | |
| Agusan | 23 | | 37 | 1,515 | 973 | 2,488 | 1,126 | 767 | 1,893 | 880 | 651 | 189 | 123 | 157 | 56 | 10 | 10 | 1,266 | 840 | 2,106 | |
| Albay | 2 | | 3 | 124 | 50 | 174 | 71 | 35 | 106 | 15 | 30 | 12 | 7 | 16 | 6 | 3 | 14 | 74 | 37 | 111 | |
| Bukidnon | 31 | | 42 | 1,865 | 732 | 2,597 | 1,399 | 607 | 2,006 | 1,104 | 524 | 203 | 99 | 161 | 63 | 95 | 18 | 1,563 | 704 | 2,267 | |
| Nueva Vizcaya | 5 | 1 | 13 | 186 | 69 | 255 | 161 | 60 | 211 | 106 | 27 | 24 | 13 | 28 | 9 | 12 | 1 | 170 | 50 | 220 | |
| Rizal | 2 | | 3 | 46 | 12 | 58 | 38 | 10 | 48 | 29 | 6 | 6 | 4 | 4 | | | | 40 | 10 | 50 | |
| Samar | 2 | | 2 | 80 | 60 | 140 | 44 | 37 | 81 | 30 | 46 | 17 | 7 | 13 | 2 | | | 60 | 55 | 115 | |
| Tarlac | 2 | | 2 | 28 | 16 | 44 | 21 | 8 | 29 | 14 | 8 | 5 | 1 | 3 | | | | 22 | 9 | 31 | |
| Zambales | 2 | | 4 | 29 | 17 | 46 | 21 | 12 | 33 | 8 | 7 | 8 | 3 | 5 | | | | 22 | 12 | 34 | |
| Cotabato | 7 | | 15 | 347 | 30 | 377 | 272 | 15 | 287 | 259 | 20 | 38 | 1 | 4 | | | | 301 | 21 | 322 | |
| Davao | 27 | | 39 | 1,550 | 519 | 2,069 | 952 | 332 | 1,284 | 1,061 | 387 | 187 | 55 | 43 | 3 | | | 1,291 | 445 | 1,736 | |
| Lanao | 2 | | 4 | 87 | 4 | 91 | 31 | | 31 | 26 | | 15 | | 9 | | | | 50 | | 50 | |
| Total | 104 | 1 | 164 | 5,857 | 2,482 | 8,339 | 4,136 | 1,873 | 6,009 | 3,542 | 1,706 | 704 | 313 | 427 | 135 | 139 | 29 | 33 | 4,859 | 2,183 | 7,042 |

| Division. | Area of farm or grounds in hectares. | | Number of animals. | | | | | Value of products. | | | | | |
|---------------|--------------------------------------|---------|--------------------|--------------|---------------|--------|----------|--------------------|-------------|--------------|----------|---------|-----------|
| | Culti- vated. | Total. | Carabaos. | Work cattle. | Other cattle. | Hogs. | Poultry. | Animals. | Vegetables. | Field crops. | Fruits. | Others. | Total. |
| Agusan | 63.7 | 318 | 4 | 2 | 13 | 23 | P99.50 | P173.48 | P3,661.77 | P442.83 | | | P4,377.58 |
| Albay | 3.1 | 6 | 2 | 4 | 8 | 230.00 | 62.00 | 50.00 | | P100.00 | | | 7,273.41 |
| Bukidnon | 92.5 | 189.5 | 2 | 17 | 14.25 | 412.91 | 5,143.59 | 1,697.66 | | | | | 1,944.14 |
| Nueva Vizcaya | 11 | 45 | 9 | 15 | 30 | 150 | 850.00 | 230.00 | 864.14 | | | | 633.00 |
| Rizal | 9 | 10 | 5 | 1 | 40 | 130.00 | 15.00 | 465.00 | | | | | 1,118.00 |
| Samar | 9 | 17 | | 2 | 30 | 336 | 468.00 | 225.00 | 375.00 | | | | 1,08.50 |
| Tarlac | 3 | 3 | 2 | | | 83.50 | 10.00 | | | | | | 1,104.82 |
| Zambales | 12 | 12 | 7 | | 32 | 446.00 | 29.46 | 347.00 | 66.88 | | | | 1,480.61 |
| Cotabato | 25 | 160 | 7 | 28 | 23 | 223.88 | 1,256.13 | 1.60 | | | | | 1,960.09 |
| Davao | 58 | 316 | 10 | 21 | 15 | 50.00 | 325.33 | 1,079.49 | 102.62 | | | | 285.00 |
| Lanao | 5 | 14 | 1 | 2 | 12 | | | 285.00 | | | | | 20,726.95 |
| Total | 291.3 | 1,090.5 | 49 | 49 | 43 | 77 | 698 | 2,287.75 | 1,702.06 | 13,624.62 | 2,396.59 | 725.93 | |

A settlement farm school is a primary school established among people that are more or less nomadic. These schools, in addition to teaching pupils how to cultivate the soil, aim to encourage the formation of the permanent settlements of adults in the neighborhood of the school. The number of schools increased from 63 to 104, a gain of 65 per cent, and the annual enrolment increased 3,483, or 72 per cent.

| | | | | | | | | | | | | | | |
|------------------------|-----|-------|-------|-------|-------|-------|-------|----------|-----------|----------|----------|----------|--------|-----------|
| Nueva Ecija..... | 32 | 336 | 3 | 5 | 55 | 43 | 442 | 276.30 | 40.00 | 35.00 | 5.00 | 69.00 | | 425.30 |
| Nueva Vizcaya..... | 7 | 20 | 12 | 18 | 10 | 10 | 70 | 81.67 | 80.00 | 65.66 | 11.00 | 5.60 | | 243.98 |
| Occidental Negros..... | 24 | 164 | 77 | 131 | 66 | 17 | 468 | 130.70 | 255.60 | 186.98 | 13.00 | 14.00 | 6.00 | 604.18 |
| Oriental Negros..... | 10 | 143 | 170 | 161 | 78 | 67 | 682 | 20.50 | 318.00 | 71.00 | 6.40 | 7.00 | 1.80 | 422.70 |
| Palawan..... | 3 | 80 | 8 | 16 | | | 54 | 15.00 | 40.00 | 6.00 | | | | 60.00 |
| Pampanga..... | 2 | 24 | | | | | 24 | 247.96 | | | | | | 247.96 |
| Pangasinan..... | 40 | 319 | 118 | 265 | 349 | 88 | 1,139 | 1,361.51 | 714.65 | 725.60 | 706.20 | 83.48 | 149.87 | 4,840.31 |
| Rizal..... | 23 | 130 | 35 | 72 | 76 | 8 | 16 | 217.06 | 216.00 | 267.16 | 18.00 | | 2.00 | 720.21 |
| Samar..... | 27 | 37 | 26 | 84 | 40 | 52 | 339 | 370.00 | 312.00 | 504.00 | 162.00 | 171.00 | | 1,519.00 |
| Sorsogon..... | 27 | 91 | 25 | 35 | 222 | 7 | 380 | 143.00 | | | 64.60 | 19.50 | 1.50 | 1,218.50 |
| Surigao..... | 2 | 15 | 5 | 1 | | | 21 | 25.00 | 53.00 | 2.00 | | | | 80.00 |
| Tarlac..... | 10 | 235 | 22 | 96 | 26 | 7 | 363 | 1,693.18 | 167.60 | 423.97 | 11.98 | 15.00 | | 2,274.56 |
| Tayabas..... | 14 | 69 | 7 | 64 | 50 | 35 | 295 | 384.45 | 45.00 | 132.12 | | | | 383.57 |
| Union..... | 31 | 113 | 25 | 88 | 73 | 64 | 363 | 264.00 | 201.00 | 230.09 | 35.00 | 68.36 | | 868.45 |
| Zambales..... | 5 | 65 | 7 | 37 | 68 | 33 | 210 | 274.01 | 14.00 | 251.75 | 22.06 | 28.37 | | 690.18 |
| Normal..... | 1 | 17 | | | 1 | 3 | 22 | 188.52 | | | 6.28 | 31.90 | 8.27 | 234.92 |
| Total..... | 857 | 5,372 | 1,727 | 4,480 | 2,300 | 1,531 | 268 | 15,678 | 13,339.41 | 8,907.29 | 9,981.88 | 2,309.23 | 492.14 | 36,594.39 |
| Mindanao and Sulu..... | | | | | | | | | | | | | | |
| Grand total..... | 857 | 5,372 | 1,727 | 4,480 | 2,300 | 1,531 | 268 | 15,678 | 13,339.41 | 8,907.29 | 9,981.88 | 2,309.23 | 492.14 | 36,594.39 |

No. 15.—*Agricultural clubs, 1916-1917—Continued.*

| Division. | Num-ber of hogs owned by club mem-bers. | Poultry owned by club mem-bers. | Num-ber of fruit trees cared for by club mem-bers. | Name and address of the club member receiving the largest money return, based upon market value of products, from his club work. | | | Value of products. |
|-----------------------------------|---|---------------------------------|--|--|------|---------------------------------|--------------------|
| | | | | Name. | Age. | Address. | |
| Manila | 115 | 161 | | Sebastian Vizcarro | 16 | St. Nichols, Parañaque | 12.50 |
| Agrasan | 237 | 1,256 | 325 | Bravio Cullantes | 15 | San Luis, Agrasan | 30.20 |
| Albay | 94 | 312 | 259 | A. Rivera | 18 | Oas Albay | 30.75 |
| Antique | 2 | | | Dionisio Abribo | 16 | Valderama, Antique | 5.00 |
| Bataan | | | | José Manahan | 15 | Balanga, Bataan | 19.52 |
| Batanes | 6 | 28 | | Vicente Agudo | 19 | Ivana, Batanes | 10.00 |
| Batangas | 128 | 1,094 | 310 | Ignacio Macao | 13 | Batangas, Batangas | 153.00 |
| Bohol | 230 | 2,647 | 983 | Leon de la Gerna | 16 | Calape, Bohol | 40.00 |
| Bukidnon | 6 | 135 | 606 | | | | |
| Bulacan | 31 | 1,594 | 407 | Buenaventura López | 14 | Malolos, Bulacan | 17.00 |
| Cagayan | 13 | 2,421 | 480 | Juan Joue | 19 | Asarri, Cagayan | 51.52 |
| Canianines | | 500 | 349 | Roberto Rodica | 16 | Daet, Camarines | 15.70 |
| Capiz | 34 | 309 | 465 | Sereno Verancio | 15 | Capiz, Capiz | 21.75 |
| Cavite | 8 | 743 | 1,072 | Primitivo Anselmo | 16 | Bacoar, Cavite | 20.00 |
| Cebu | 29 | 869 | | Lucas Maca | 16 | Pataw, Bantayan, Cebu | 6.00 |
| Central Luzon Agricultural School | 20 | 228 | 300 | Nicolas Mina | 21 | C. L. A. S., Muñoz, Nueva Ecija | 42.50 |
| Ilocos Norte | 44 | 317 | 274 | Eulalio Torres | 20 | Sta. Maria, Ilocos Norte | 33.50 |
| Ilocos Sur | 33 | 1,077 | 123 | Pulido, M. G. | 15 | Sta. Maria, Ilocos Sur | 123.50 |
| Iloilo | 207 | 3,145 | 315 | Alfredo Pielago | 16 | 105 Mabini, Iloilo | 60.00 |
| Isabela | 5 | 17 | 238 | Miguel Eugenio | 15 | Iligan, Isabela | 10.25 |
| Laguna | 24 | 430 | 218 | Rafael Pabilona | 15 | Paganjan, Laguna | 12.96 |
| Leyte | 133 | 722 | 648 | Severo Nolasco | 18 | Jaro, Leyte | 22.50 |
| Mindoro | 29 | 2,540 | 274 | Francisco Sae | 18 | Cubang, Mindoro | 50.00 |
| Misamis | 47 | 207 | 165 | Cristoforo del Puerto | 18 | Cugayan, Misamis | 3.15 |
| Mountain | 20 | 80 | 160 | Manuel Ejeng | 15 | Kiangan, Ifugao, Mountain | 7.00 |
| Nueva Ecija | 2 | 197 | 178 | Crisanto Relucio | 20 | Cabiao, Nueva Ecija | 15.00 |
| Nueva Vizcaya | 12 | 185 | 120 | Camilo Castaneto | 16 | Pintawan, Solano | 8.70 |
| Occidental Negros | 79 | 1,012 | 446 | Edardo Herrera | 13 | Bagacay, Occidental Negros | 23.00 |
| Oriental Negros | 216 | 738 | 388 | Anastacio Maghinay | 13 | Bagacay, Oriental Negros | 10.00 |
| Palawan | 8 | 40 | | Andrés Maceda | 13 | Agutaya, Palawan | 5.00 |

| | | | | | | | |
|-------------------|-------|--------|--------|----------------------|----|------------------------|----------|
| Pampanga | 180 | 1,747 | 3,925 | Tiburcio Cruz | 17 | Angeles, Pampanga | 25.53 |
| Pangasinan | 43 | 569 | 377 | Santiago Ordoño | 14 | Asingan, Pangasinan | 133.79 |
| Rizal | 107 | 1,106 | 971 | Miguel Peña | 16 | Tangos, Navotas, Rizal | 20.00 |
| Samar | 25 | 70 | 1,213 | Ciriaco Cinco | 18 | Catbalogan, Samar | 36.09 |
| Sorsogon | 5 | 7 | | Cantatcio Dumangas | 13 | Milagros, Sorsogon | 7.00 |
| Surigao | 22 | 2,274 | 322 | Joaquin Villaluz | 14 | Hinatauan, Surigao | 17.00 |
| Tarlac | 7 | 633 | 230 | Celestino Mangrobang | 14 | Camiling, Tarlac | 22.29 |
| Tayabas | 25 | 1,372 | 1,228 | Pedro Cabanag | 14 | Tiaong, Tayabas | 20.00 |
| Union | 16 | 750 | 319 | Jovita Estoista | 16 | Tubao, La Union | 30.00 |
| Zambales | | | | Justino Salazar | 13 | Castillejos, Zambales | 36.00 |
| Normal | | | 29 | Bonifacio Gironella | 19 | Candon, Ilocos Sur | 24.88 |
| Total | 2,247 | 31,538 | 17,733 | | 16 | | 1,237.00 |
| Mindanao and Sulu | | | | | | | |
| Grand total | 2,247 | 31,538 | 17,733 | | 16 | | 1,237.00 |

Agricultural clubs were introduced in 1916 as an additional means of taking instruction in garden and farm activities into the home.

No. 16.—*School and home gardens.*

The following table shows, by divisions and for the Islands, the total number of schools and the total number of school and home gardens, school year, 1916-17.

| Division. | Number of schools. | Number of school gardens. | | | Percentage of schools with gardens. | Number of pupils with home gardens. | | | Estimated area cultivated by pupils in the division (including both school and home gardens). | Estimated market value of products raised (including both school and home gardens). | Number of pupils taking vegetable gardening. | | | | | |
|--|--------------------|---------------------------|---------------|--------|-------------------------------------|-------------------------------------|---------------|--------|---|---|--|---------------|--------|-------|--------------|-----------------|
| | | Primary. | Intermediate. | Total. | | Primary. | Intermediate. | Total. | | | Primary. | Intermediate. | Total. | Male. | Fe- male. | Grand total. |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Zambales | 65 | 57 | 26 | 83 | 100 | 1,198 | 133 | 1,331 | 11.9 | 2,465.20 | 2,017 | | 197 | 2,214 | | |
| Tayabas <td>125</td> <td>116</td> <td>13</td> <td>129</td> <td>100</td> <td>1,456</td> <td>192</td> <td>1,648</td> <td>9</td> <td>2,705.00</td> <td>1,867</td> <td></td> <td>301</td> <td>1,672</td> | 125 | 116 | 13 | 129 | 100 | 1,456 | 192 | 1,648 | 9 | 2,705.00 | 1,867 | | 301 | 1,672 | | |
| Capiz <td>198</td> <td>192</td> <td>9</td> <td>201</td> <td>100</td> <td>1,833</td> <td>200</td> <td>2,033</td> <td>38.42</td> <td>2,787.00</td> <td>2,946</td> <td></td> <td>402</td> <td>2,824</td> | 198 | 192 | 9 | 201 | 100 | 1,833 | 200 | 2,033 | 38.42 | 2,787.00 | 2,946 | | 402 | 2,824 | | |
| Batanes <td>11</td> <td>10</td> <td>1</td> <td>11</td> <td>100</td> <td>64</td> <td>25</td> <td>79</td> <td>2</td> <td>70.00</td> <td>44</td> <td></td> <td>25</td> <td>69</td> | 11 | 10 | 1 | 11 | 100 | 64 | 25 | 79 | 2 | 70.00 | 44 | | 25 | 69 | | |
| Isabela <td>67</td> <td>63</td> <td>3</td> <td>66</td> <td>99</td> <td>543</td> <td>67</td> <td>610</td> <td>3</td> <td>1,282.00</td> <td>838</td> <td></td> <td>143</td> <td>981</td> | 67 | 63 | 3 | 66 | 99 | 543 | 67 | 610 | 3 | 1,282.00 | 838 | | 143 | 981 | | |
| Samar <td>172</td> <td>161</td> <td>9</td> <td>170</td> <td>99</td> <td>1,870</td> <td>365</td> <td>2,235</td> <td>16.2</td> <td>1,296.00</td> <td>1,340</td> <td>22</td> <td>128</td> <td>1,464</td> | 172 | 161 | 9 | 170 | 99 | 1,870 | 365 | 2,235 | 16.2 | 1,296.00 | 1,340 | 22 | 128 | 1,464 | | |
| Tarlac <td>111</td> <td>103</td> <td>7</td> <td>110</td> <td>99</td> <td>2,016</td> <td>196</td> <td>2,212</td> <td>10</td> <td>7,469.83</td> <td>2,016</td> <td></td> <td>196</td> <td>2,212</td> | 111 | 103 | 7 | 110 | 99 | 2,016 | 196 | 2,212 | 10 | 7,469.83 | 2,016 | | 196 | 2,212 | | |
| Misamis <td>79</td> <td>73</td> <td>3</td> <td>76</td> <td>96</td> <td>925</td> <td>26</td> <td>951</td> <td>6</td> <td>623.00</td> <td>942</td> <td>25</td> <td>51</td> <td>1,018</td> | 79 | 73 | 3 | 76 | 96 | 925 | 26 | 951 | 6 | 623.00 | 942 | 25 | 51 | 1,018 | | |
| Albay <td>129</td> <td>117</td> <td>6</td> <td>123</td> <td>85</td> <td>1,430</td> <td>93</td> <td>1,523</td> <td>16.33</td> <td>1,945.85</td> <td>1,430</td> <td></td> <td>131</td> <td>1,621</td> | 129 | 117 | 6 | 123 | 85 | 1,430 | 93 | 1,523 | 16.33 | 1,945.85 | 1,430 | | 131 | 1,621 | | |
| Batangas <td>158</td> <td>139</td> <td>10</td> <td>149</td> <td>94</td> <td>2,807</td> <td>389</td> <td>3,196</td> <td>39</td> <td>4,966.16</td> <td>2,512</td> <td></td> <td>287</td> <td>2,799</td> | 158 | 139 | 10 | 149 | 94 | 2,807 | 389 | 3,196 | 39 | 4,966.16 | 2,512 | | 287 | 2,799 | | |
| Ilocos Norte <td>139</td> <td>117</td> <td>14</td> <td>131</td> <td>94</td> <td>1,124</td> <td>323</td> <td>1,447</td> <td>30</td> <td>3,942.91</td> <td>1,966</td> <td></td> <td>367</td> <td>1,733</td> | 139 | 117 | 14 | 131 | 94 | 1,124 | 323 | 1,447 | 30 | 3,942.91 | 1,966 | | 367 | 1,733 | | |
| Pampanga <td>119</td> <td>103</td> <td>9</td> <td>112</td> <td>94</td> <td>1,672</td> <td>347</td> <td>2,019</td> <td>17</td> <td>3,632.51</td> <td>3,254</td> <td>15</td> <td>652</td> <td>3,921</td> | 119 | 103 | 9 | 112 | 94 | 1,672 | 347 | 2,019 | 17 | 3,632.51 | 3,254 | 15 | 652 | 3,921 | | |
| Sorsogon <td>112</td> <td>101</td> <td>4</td> <td>105</td> <td>94</td> <td>780</td> <td>128</td> <td>908</td> <td>22</td> <td>1,377.00</td> <td>774</td> <td>4</td> <td>147</td> <td>892</td> | 112 | 101 | 4 | 105 | 94 | 780 | 128 | 908 | 22 | 1,377.00 | 774 | 4 | 147 | 892 | | |
| Mindoro <td>55</td> <td>48</td> <td>3</td> <td>51</td> <td>93</td> <td>560</td> <td>29</td> <td>589</td> <td>15</td> <td>451.05</td> <td>567</td> <td>100</td> <td>50</td> <td>667</td> | 55 | 48 | 3 | 51 | 93 | 560 | 29 | 589 | 15 | 451.05 | 567 | 100 | 50 | 667 | | |
| Antique <td>72</td> <td>64</td> <td>2</td> <td>66</td> <td>92</td> <td>1,177</td> <td>54</td> <td>1,231</td> <td>20.19</td> <td>620.83</td> <td>1,063</td> <td>96</td> <td>132</td> <td>1,280</td> | 72 | 64 | 2 | 66 | 92 | 1,177 | 54 | 1,231 | 20.19 | 620.83 | 1,063 | 96 | 132 | 1,280 | | |
| Cagayan <td>105</td> <td>90</td> <td>7</td> <td>97</td> <td>92</td> <td>1,363</td> <td>83</td> <td>1,446</td> <td>14.99</td> <td>2,746.52</td> <td>1,397</td> <td>5</td> <td>151</td> <td>1,553</td> | 105 | 90 | 7 | 97 | 92 | 1,363 | 83 | 1,446 | 14.99 | 2,746.52 | 1,397 | 5 | 151 | 1,553 | | |
| Leyte <td>241</td> <td>203</td> <td>18</td> <td>221</td> <td>92</td> <td>1,401</td> <td>499</td> <td>1,900</td> <td>72</td> <td>1,709.09</td> <td>3,155</td> <td></td> <td>505</td> <td>3,660</td> | 241 | 203 | 18 | 221 | 92 | 1,401 | 499 | 1,900 | 72 | 1,709.09 | 3,155 | | 505 | 3,660 | | |
| Mountain <td>86</td> <td>75</td> <td>4</td> <td>79</td> <td>92</td> <td>430</td> <td>20</td> <td>450</td> <td>22.2</td> <td>1,140.00</td> <td>2,693</td> <td>18</td> <td>64</td> <td>2,775</td> | 86 | 75 | 4 | 79 | 92 | 430 | 20 | 450 | 22.2 | 1,140.00 | 2,693 | 18 | 64 | 2,775 | | |
| Union <td>74</td> <td>56</td> <td>12</td> <td>68</td> <td>92</td> <td>1,700</td> <td>448</td> <td>2,148</td> <td>8.24</td> <td>1,542.43</td> <td>1,683</td> <td></td> <td>339</td> <td>2,067</td> | 74 | 56 | 12 | 68 | 92 | 1,700 | 448 | 2,148 | 8.24 | 1,542.43 | 1,683 | | 339 | 2,067 | | |
| Ilocos Sur <td>162</td> <td>136</td> <td>12</td> <td>148</td> <td>91</td> <td>1,675</td> <td>299</td> <td>1,974</td> <td>20.88</td> <td>1,496.18</td> <td>1,865</td> <td>24</td> <td>533</td> <td>2,474</td> | 162 | 136 | 12 | 148 | 91 | 1,675 | 299 | 1,974 | 20.88 | 1,496.18 | 1,865 | 24 | 533 | 2,474 | | |
| Nueva Ecija <td>122</td> <td>106</td> <td>5</td> <td>111</td> <td>91</td> <td>851</td> <td>134</td> <td>985</td> <td>18</td> <td>639.00</td> <td>1,816</td> <td>20</td> <td>156</td> <td>1,992</td> | 122 | 106 | 5 | 111 | 91 | 851 | 134 | 985 | 18 | 639.00 | 1,816 | 20 | 156 | 1,992 | | |
| Bataan <td>21</td> <td>17</td> <td>2</td> <td>19</td> <td>90</td> <td>188</td> <td>61</td> <td>249</td> <td>5</td> <td>483.37</td> <td>203</td> <td></td> <td>84</td> <td>287</td> | 21 | 17 | 2 | 19 | 90 | 188 | 61 | 249 | 5 | 483.37 | 203 | | 84 | 287 | | |
| Camarines <td>147</td> <td>124</td> <td>8</td> <td>132</td> <td>90</td> <td>3,879</td> <td>528</td> <td>4,407</td> <td>18</td> <td>1,160.00</td> <td>3,673</td> <td>56</td> <td>621</td> <td>4,260</td> | 147 | 124 | 8 | 132 | 90 | 3,879 | 528 | 4,407 | 18 | 1,160.00 | 3,673 | 56 | 621 | 4,260 | | |
| Nueva Vizcaya <td>28</td> <td>23</td> <td>2</td> <td>25</td> <td>89</td> <td>413</td> <td>70</td> <td>483</td> <td>16</td> <td>1,636.69</td> <td>489</td> <td>39</td> <td>81</td> <td>611</td> | 28 | 23 | 2 | 25 | 89 | 413 | 70 | 483 | 16 | 1,636.69 | 489 | 39 | 81 | 611 | | |
| Bohol <td>251</td> <td>204</td> <td>11</td> <td>215</td> <td>86</td> <td>2,214</td> <td>175</td> <td>2,389</td> <td>30</td> <td>1,380.00</td> <td>3,241</td> <td></td> <td>417</td> <td>3,680</td> | 251 | 204 | 11 | 215 | 86 | 2,214 | 175 | 2,389 | 30 | 1,380.00 | 3,241 | | 417 | 3,680 | | |

| | | | | | | | | | | | | | | | | |
|-------------------|-------|-------|-----|-------|----|--------|-------|--------|--------|-----------|--------|-------|--------|-----|--|--------|
| Oriental Negros | 139 | 113 | 6 | 119 | 86 | 1,731 | 147 | 1,878 | 22.9 | 546.49 | 2,122 | 159 | 333 | | | 2,614 |
| Pangasinan | 263 | 200 | 26 | 226 | 86 | 2,472 | 644 | 3,116 | 31 | 6,403.15 | 2,507 | 6 | 785 | 3 | | 8,251 |
| Cavite | 68 | 55 | 2 | 57 | 84 | 2,667 | 19 | 686 | 6 | 1,287.00 | 686 | | 61 | | | 2,737 |
| Cebu | 251 | 190 | 14 | 204 | 81 | 2,454 | 212 | 2,666 | 42 | 1,594.96 | 1,903 | | 419 | | | 2,822 |
| Laguna | 89 | 53 | 16 | 69 | 78 | 2,603 | 147 | 750 | 11 | 502.00 | 999 | 2 | 406 | | | 1,406 |
| Surigao | 86 | 60 | 3 | 63 | 73 | 365 | 16 | 381 | 20 | 300.00 | 2,094 | 44 | 57 | | | 2,195 |
| Palawan | 44 | 29 | 2 | 31 | 70 | 607 | 16 | 623 | 4 | 267.74 | 559 | 11 | 63 | | | 833 |
| Mindanao and Sulu | 209 | 143 | 2 | 145 | 69 | 1,429 | 57 | 1,486 | 8.8 | 3,700.69 | 2,705 | 506 | 69 | | | 3,290 |
| Bulacan | 123 | 75 | 8 | 83 | 57 | 751 | 167 | 918 | 18 | 2,821.76 | 905 | 18 | 292 | 6 | | 1,221 |
| Rizal | 88 | 54 | 5 | 59 | 67 | 743 | 110 | 863 | 11.31 | 1,316.97 | 987 | | 296 | 6 | | 1,239 |
| Occidental Negros | 143 | 60 | 9 | 69 | 48 | 888 | 116 | 1,004 | 12 | 1,625.20 | 1,185 | | 293 | | | 1,478 |
| Agusan | 38 | 16 | 2 | 18 | 47 | 108 | 2 | 110 | 23.5 | 183.63 | 1,110 | | 26 | | | 1,136 |
| Iloilo | 236 | 99 | 15 | 106 | 44 | 1,016 | 696 | 1,712 | 25.78 | 2,466.63 | 1,199 | 8 | 806 | 2 | | 2,015 |
| Manila | 39 | 9 | 4 | 13 | 33 | 108 | 113 | 221 | 6.71 | 488.29 | 825 | | 596 | | | 921 |
| Normal | 3 | | 1 | 1 | 33 | | | | 1 | 200.00 | | | 70 | | | 70 |
| Bukidnon | 34 | | | | | | | | | | | | | | | |
| Total | 4,702 | 3,645 | 315 | 3,960 | 84 | 47,309 | 7,346 | 54,655 | 724.35 | 73,151.83 | 60,602 | 1,177 | 10,731 | 131 | | 72,641 |

As compared with the previous school year, the number of school gardens increased 20 per cent and the number of home gardens, 13 per cent. The numbers in the fifth column indicate a considerable diversity among the divisions in the proportion of schools that have gardens. Had the number of home gardens per 100 pupils enrolled been used as a basis for the order of listing the divisions, the order here given would have been changed considerably.

No. 17.—*Garden days.*

The following table shows, by divisions and for the Islands, the number of garden days for the school year, 1916-17.

| Division. | Number of garden days held. | Number of pupils exhibiting products. | Number of farmers exhibiting products. | Number of garden days at which other Bureaus, organizations, or firms were represented with booths. | | |
|------------------------|-----------------------------|---------------------------------------|--|---|---------------------|-------------------|
| | | | | Bureau of Agriculture. | Bureau of Forestry. | Bureau of Health. |
| Manila..... | 1 | 258 | | 1 | 1 | 1 |
| Agusan..... | 3 | 55 | 28 | | | |
| Albay..... | 23 | 3,666 | 1,724 | | | 7 |
| Antique..... | 18 | 2,194 | 603 | | | 1 |
| Bataan..... | 5 | 160 | 94 | | 2 | 2 |
| Batangas..... | 49 | 3,651 | 893 | 1 | | 1 |
| Bohol..... | 158 | 8,578 | 2,347 | | | 7 |
| Bukidnon..... | 10 | 365 | 40 | | | |
| Bulacan..... | 15 | 2,722 | 298 | 2 | 1 | 9 |
| Cagayan..... | 23 | 2,140 | 616 | | | 2 |
| Camarines..... | 46 | 2,123 | 2,998 | 1 | 2 | 1 |
| Capiz..... | 52 | 2,646 | 1,278 | 1 | 1 | 2 |
| Cavite..... | 15 | 3,900 | 132 | | | 5 |
| Cebu..... | 37 | 3,103 | 275 | 2 | | 1 |
| Ilocos Norte..... | 15 | 1,362 | 394 | | | |
| Ilocos Sur..... | 38 | 3,426 | 638 | 1 | | 5 |
| Iloilo..... | 24 | 2,532 | 512 | 1 | 1 | 1 |
| Isabela..... | 16 | 798 | 48 | | | |
| Laguna..... | 25 | 1,876 | 346 | 5 | | |
| Leyte..... | 299 | 4,151 | 407 | | | 2 |
| Mindoro..... | 14 | 296 | 92 | 1 | 2 | 2 |
| Misamis..... | 15 | 1,841 | 363 | | | 2 |
| Mountain..... | 29 | 1,507 | 359 | 3 | | 3 |
| Nueva Ecija..... | 21 | 1,102 | 76 | 1 | 1 | 3 |
| Nueva Vizcaya..... | 9 | 431 | 1,017 | 1 | | 1 |
| Occidental Negros..... | 36 | 1,966 | 293 | 3 | 2 | 5 |
| Oriental Negros..... | 20 | 1,415 | 163 | | | |
| Palawan..... | 5 | 100 | 5 | | | 1 |
| Pampanga..... | 23 | 2,406 | 134 | 3 | 1 | 2 |
| Pangasinan..... | 64 | 10,246 | 2,880 | 2 | 1 | 17 |
| Rizal..... | 74 | 3,899 | 1,167 | 8 | 10 | 15 |
| Samar..... | 37 | 926 | 478 | | 1 | 3 |
| Sorsogon..... | 26 | 2,717 | 787 | | | 1 |
| Surigao..... | 7 | 445 | | | | |
| Tarlac..... | 26 | 1,652 | 1,015 | 1 | | 7 |
| Tayabas..... | 32 | 4,018 | 1,081 | | | 3 |
| Union..... | 18 | 7,064 | 743 | | | 4 |
| Zambales..... | 18 | 1,009 | 328 | | | |
| Normal..... | 1 | 38 | | | | |
| Batanes..... | 1 | 50 | 60 | | | |
| Total..... | 1,348 | 92,834 | 24,730 | 38 | 26 | 117 |
| Mindanao and Sulu..... | 41 | 763 | 201 | | | |
| Grand total..... | 1,389 | 93,597 | 24,931 | 38 | 26 | 117 |

Garden day celebrations usually include, in addition to the display of garden and field products and farm animals, athletic and other contests. A noteworthy feature of the 1916-17 exhibits was the coöperation of other Bureaus.

No. 18.—Nurseries.

A table showing, by divisions and for the Islands, the number of trees and plants, and the number distributed during the school year, 1916-17.

| Division. | Nurseries. | | | | | | | | | | | |
|-------------------|---|-----------------------------------|---------------|---------------------------------------|--------|------------------------------------|------------------------------------|--|--|--|--|--|
| | Number of primary and intermediate schools. | Number of schools with nurseries. | | | | Number of fruit trees distributed. | Number of other trees distributed. | Number of ornamental plants distributed. | Number of fruit trees planted by pupils. | Number of other trees planted by pupils. | Number of ornamental plants set out by pupils. | Number of all kinds of trees in nursery at end of school year. |
| | | Primary. | Intermediate. | Percentage of schools with nurseries. | Total. | | | | | | | |
| | | | | | | | | | | | | |
| Mindoro | 54 | 46 | 4 | 98 | 50 | 1,925 | | 540 | 32,775 | 1,342 | 3,317 | 2,889 |
| Union | 73 | 54 | 12 | 90 | 66 | 7,265 | 1,541 | 228 | 10,545 | 1,868 | 789 | 6,950 |
| Bataan | 20 | 15 | 2 | 85 | 17 | 20,106 | 131 | 35 | 50,241 | 628 | 2,177 | 11 |
| Cagayan | 104 | 82 | 5 | 84 | 87 | 2,801 | 611 | 898 | 3,855 | 1,002 | 845 | 3,549 |
| Zambales | 64 | 43 | 1 | 69 | 44 | 1,370 | 239 | 1,271 | 2,567 | 90 | 555 | 3,564 |
| Batangas | 157 | 94 | 10 | 66 | 104 | 24,396 | 1,556 | 2,912 | 88,458 | 4,650 | 12,181 | 72,633 |
| Agusan | 38 | 20 | 1 | 55 | 21 | | | | 9,161 | 18 | 471 | 8,445 |
| Normal | 2 | | | 1 | 1 | | | 300 | 278 | 24 | 2,438 | 178 |
| Ilocos Norte | 138 | 40 | 11 | 37 | 51 | 1,749 | 1,335 | 160 | 1,996 | 2,188 | 2,207 | 1,700 |
| Oriental Negros | 138 | 41 | 3 | 32 | 44 | 798 | 510 | 831 | 943 | 872 | 1,028 | 446 |
| Capiz | 197 | 52 | 8 | 30 | 60 | 659 | 304 | 30 | 2,015 | 1,606 | 661 | 1,113 |
| Iloilo | 235 | 55 | 14 | 29 | 69 | 1,769 | 862 | 655 | 4,332 | 1,758 | 1,236 | 1,216 |
| Antique | 71 | 18 | 1 | 27 | 19 | 274 | 84 | 8 | 705 | 356 | 130 | 729 |
| Cavite | 66 | 16 | 2 | 27 | 18 | 869 | 583 | 565 | 1,404 | 1,127 | 1,723 | 764 |
| Leyte | 240 | 49 | 16 | 27 | 65 | 971 | 1,137 | 1,299 | 2,162 | 2,673 | 3,255 | 3,162 |
| Isabela | 66 | 15 | 2 | 26 | 17 | 1,150 | 500 | 50 | 2,634 | 1,596 | 20 | 2,640 |
| Laguna | 88 | 10 | 11 | 24 | 21 | 278 | | 264 | 641 | 160 | 357 | 96 |
| Rizal | 87 | 18 | 3 | 24 | 21 | 230 | 130 | 108 | 1,270 | 1,007 | 1,129 | 191 |
| Cebu | 250 | 49 | 9 | 23 | 58 | 2,095 | 1,380 | 740 | 6,296 | 5,992 | 1,705 | 1,230 |
| Nueva Vizcaya | 27 | 4 | 2 | 22 | 6 | 3,929 | 1,061 | 978 | 2,265 | 1,114 | 1,818 | 5,306 |
| Bulacan | 122 | 19 | 5 | 20 | 24 | 811 | 348 | 250 | 2,038 | 715 | 2,008 | 323 |
| Pangasinan | 262 | 36 | 18 | 20 | 54 | 3,427 | 965 | 1,331 | 6,027 | 3,798 | 3,419 | 1,558 |
| Ilocos Sur | 160 | 20 | 9 | 18 | 29 | 1,427 | 351 | 296 | 1,427 | 386 | 2,576 | 1,376 |
| Tarlac | 110 | 14 | 6 | 18 | 20 | 1,480 | 440 | 560 | 1,103 | 465 | 598 | 464 |
| Occidental Negros | 142 | 16 | 3 | 13 | 19 | 474 | 197 | 20 | 1,075 | 485 | 290 | 822 |
| Surigao | 85 | 9 | 2 | 13 | 11 | 842 | 190 | 437 | 1,782 | 868 | 2,018 | 727 |
| Albay | 128 | 12 | 4 | 12 | 16 | 1,154 | 1,275 | 1,512 | 5,403 | 2,075 | 2,218 | 946 |
| Pampanga | 118 | 10 | 4 | 12 | 14 | 55 | 65 | 183 | 380 | 384 | 136 | 156 |
| Mountain | 85 | 9 | | 11 | 9 | 5,891 | 119 | 70 | 1,141 | 305 | 561 | 323 |
| Mindanao and Sulu | 208 | 20 | 1 | 10 | 21 | 2,177 | 1,000 | 1,578 | 3,037 | 2,461 | 2,973 | 64,429 |
| Camarines | 146 | 4 | 8 | 9 | 12 | 170 | 15 | 27 | 1,572 | 116 | 332 | 40 |
| Palawan | 43 | 3 | 1 | 9 | 4 | 300 | 301 | 64 | 495 | 25 | 688 | 550 |
| Bohol | 250 | 13 | 6 | 8 | 19 | 627 | 902 | 1,494 | 1,733 | 2,506 | 1,500 | 1,019 |
| Misamis | 78 | 4 | 2 | 8 | 6 | 25 | 12 | | 269 | 716 | 135 | 474 |
| Nueva Ecija | 120 | 4 | 2 | 5 | 6 | 121 | 50 | 250 | 150 | 326 | 320 | 100 |
| Samar | 171 | 3 | 4 | 4 | 7 | 3,654 | 876 | 422 | 2,741 | 605 | 1,209 | 762 |
| Bukidnon | 84 | | | 1 | 3 | 1 | | | | | | |
| Tayabas | 123 | 2 | 1 | 2 | 3 | 72 | 10 | 20 | 265 | 215 | 301 | 100 |
| Batanes | 11 | | | | | | | | 40 | 157 | 30 | |
| Manila | 34 | | | | | | | | 688 | 12 | 48 | 960 |
| Sorsogon | 111 | | | | | | | | 136 | 202 | 210 | |
| Total | 4,656 | 919 | 195 | 24 | 1,114 | 95,335 | 19,100 | 21,062 | 255,369 | 46,471 | 60,519 | 190,986 |

Emphasis was placed upon the propagation, distribution, and planting of trees that possess economic value. During 1917, a few schools having extensive sites undertook the planting of coconut trees in sufficient numbers to produce, in time, an income large enough to defray all or a considerable part of their expenses.

No. 19.—Output of trade schools and provincial school shops.

The following table shows, by divisions and for the Islands, the number, value, profit, and cost of articles manufactured in trade schools and provincial school shops during 1917.

TRADE SCHOOLS

| Divisions. | Annual enrolment. | Average output per pupil. | Articles. | Total value. | Profit. | Cost. | | | | |
|------------------------|-------------------|---------------------------|-----------|--------------|------------|-------------|------------|---------------|-------------|----------------|
| | | | | | | Total cost. | Materials. | Machine work. | Paid labor. | Gratias labor. |
| Albay..... | 158 | \$42.48 | 2,298 | \$6,711.39 | \$1,126.81 | \$5,584.58 | \$4,475.36 | \$831.35 | \$707.89 | \$99.98 |
| Batangas..... | 79 | 33.41 | 2,493 | 6,593.57 | 1,310.59 | 5,282.98 | 3,798.83 | 163.50 | 1,093.96 | 306.69 |
| Boloh..... | 163 | 30.33 | 1,616 | 5,096.47 | 841.34 | 4,255.06 | 2,696.92 | 723.68 | 1,044.38 | 319.02 |
| Bulacan..... | 198 | 24.22 | 2,762 | 8,264.31 | 1,367.24 | 6,897.07 | 3,316.29 | 370.75 | 1,066.90 | 13.23 |
| Cagayan..... | 156 | 23.96 | 100 | 4,488.89 | 604.47 | 3,884.42 | 2,597.32 | 161.80 | 976.59 | 248.71 |
| Cebu..... | 196 | 53.32 | 7,557 | 11,431.67 | 1,799.70 | 9,631.97 | 6,553.23 | 862.89 | 1,920.55 | 300.30 |
| Iloilo Norte..... | 160 | 36.91 | 1,758 | 4,429.02 | 722.65 | 3,706.37 | 2,898.73 | 142.76 | 543.12 | 121.76 |
| Iloilo Sur..... | 160 | 31.74 | 2,143 | 5,073.73 | 723.28 | 4,350.45 | 3,106.27 | 302.88 | 766.77 | 181.03 |
| Iloilo..... | 182 | 66.80 | 4,623 | 12,156.34 | 1,999.25 | 10,157.09 | 6,662.57 | 1,202.83 | 2,179.59 | 1,112.59 |
| Laguna..... | 111 | 31.13 | 1,009 | 3,456.10 | 397.82 | 3,057.28 | 1,868.61 | 104.16 | 723.45 | 356.06 |
| Leyte..... | 165 | 153.42 | 7,218 | 25,414.89 | 5,483.39 | 19,931.50 | 13,647.02 | 2,127.00 | 3,965.06 | 162.40 |
| Occidental Negros..... | 123 | 18.41 | 617 | 2,263.90 | 337.93 | 1,925.97 | 1,440.29 | 83.15 | 130.80 | 271.73 |
| Oriental Negros..... | 81 | 42.63 | 1,827 | 3,452.78 | 827.62 | 2,625.16 | 1,410.97 | 85.08 | 1,088.11 | 41.00 |
| Pampanga..... | 140 | 50.04 | 887 | 7,006.73 | 1,046.93 | 5,959.80 | 4,162.74 | 493.53 | 1,011.50 | 292.03 |
| Pangasinan..... | 156 | 59.98 | 3,084 | 9,357.36 | 1,512.96 | 7,844.40 | 6,233.55 | 504.75 | 738.84 | 387.26 |
| Samar..... | 115 | 39.73 | 1,222 | 4,568.53 | 759.05 | 3,809.48 | 2,696.91 | 276.60 | 796.39 | 37.58 |
| Sorsogon..... | 127 | 56.65 | 2,179 | 7,194.58 | 1,631.42 | 5,563.16 | 1,624.96 | 1,413.53 | 1,969.50 | 565.15 |
| Union..... | 102 | 39.53 | 1,261 | 4,032.03 | 692.24 | 3,339.79 | 2,390.10 | 149.40 | 534.14 | 266.15 |
| Trade..... | 800 | 43.76 | 7,038 | 35,068.14 | 1,481.61 | 33,586.53 | 19,819.44 | ----- | 8,715.77 | 4,980.32 |
| Total..... | 3,236 | 51.29 | 51,167 | 165,998.36 | 24,665.31 | 141,333.05 | 92,404.13 | 9,279.50 | 29,616.43 | 10,022.99 |

PROVINCIAL SCHOOL SHOPS

| | | | | | | | | | |
|---------------|-------|--------|--------|------------|-----------|------------|------------|-----------|-----------|
| Antique | 111 | P18.02 | 883 | P2,000.66 | P288.56 | P1,712.10 | P1,167.89 | P372.96 | P171.25 |
| Bataan | 75 | 5.15 | 101 | 386.08 | 917.42 | 5,212.21 | 3,382.98 | 704.95 | 189.00 |
| Camarines | 98 | 62.34 | 2,121 | 6,139.63 | 1,095.12 | 7,191.29 | 4,906.87 | 1,551.86 | 629.74 |
| Capiz | 91 | 91.06 | 2,343 | 8,298.41 | 276.89 | 1,697.21 | 1,447.02 | 98.63 | 228.48 |
| Cavite | 81 | 29.45 | 768 | 1,973.10 | 327.92 | 3,239.86 | 2,315.31 | 240.97 | 71.19 |
| Isabela | 99 | 36.04 | 1,670 | 3,567.78 | 37.71 | 483.13 | 185.87 | 275.74 | 624.47 |
| Misamis | 26 | 20.04 | 151 | 520.84 | 86.64 | 1,078.12 | 890.70 | 25.00 | 21.52 |
| Mindoro | 22 | 52.94 | 415 | 1,164.76 | 96.13 | 919.72 | 633.48 | 185.98 | 162.42 |
| Nueva Ecija | 97 | 11.50 | 288 | 1,015.85 | 85.97 | 1,179.80 | 535.58 | 581.58 | 100.26 |
| Nueva Vizcaya | 96 | 12.91 | 342 | 1,266.87 | 172.59 | 877.85 | 497.23 | 231.87 | 62.74 |
| Palawan | 74 | 14.20 | 789 | 1,050.44 | 158.15 | 272.12 | 194.00 | 21.92 | 141.80 |
| Rizal | 91 | 3.62 | 94 | 330.27 | 58.15 | 3,194.15 | 2,550.80 | 546.30 | 56.20 |
| Surigao | 74 | 47.11 | 829 | 3,498.03 | 291.88 | 734.86 | 623.86 | 23.00 | 58.85 |
| Tarlac | 94 | 8.45 | 290 | 794.50 | 448.80 | 2,416.12 | 1,454.17 | 437.20 | 69.00 |
| Tayabas | 71 | 40.35 | 854 | 2,864.92 | 329.62 | 1,772.25 | 1,444.73 | 327.52 | 184.55 |
| Zambales | 87 | 24.16 | 934 | 2,191.87 | 1,990.49 | 8,062.40 | 5,064.12 | 2,840.21 | 158.07 |
| Zamboanga | 121 | 83.00 | 2,342 | 10,042.89 | 6,562.53 | 40,419.32 | 27,480.65 | 8,465.69 | 2,829.04 |
| Total | 1,396 | 33.65 | 15,202 | 46,981.85 | 31,227.84 | 181,742.37 | 119,864.78 | 38,082.12 | 12,862.08 |
| Grand total | 4,632 | 45.98 | 66,369 | 212,970.21 | 31,227.84 | 181,742.37 | 119,864.78 | 38,082.12 | 12,862.08 |

No. 20.—*Voluntary contributions.*

The following table shows, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year, 1916-17.

| Division. | Form of donation. | | | | | Amount devoted to— | | | | | | | |
|-------------------|-------------------|------------|----------|-----------|----------------|--------------------|------------|------------------------|------------|------------|----------------|------------------|------------|
| | Money. | Materials. | Labor. | Land. | Miscellaneous. | Total. | Salaries. | Buildings and grounds. | Libraries. | Athletics. | Miscellaneous. | Balance on hand. | Total. |
| Iloos Sur | P35,310.78 | P1,288.40 | P790.00 | P1,602.00 | P375.23 | P39,366.41 | P10,076.51 | P5,667.55 | P1,664.71 | P4,331.88 | P5,603.97 | P10,371.79 | P39,366.41 |
| Pangasinan | 32,754.99 | 2,023.01 | 1,210.30 | 485.00 | 1,419.57 | 37,892.87 | 21,109.07 | 4,473.31 | 2,307.11 | 5,842.67 | 2,008.74 | 2,156.97 | 37,892.87 |
| Tayabas | 28,997.10 | 210.00 | 454.00 | 250.00 | 355.80 | 30,266.90 | 14,625.07 | 2,559.90 | 732.40 | 4,008.76 | 4,011.10 | 4,334.67 | 30,266.90 |
| Leyte | 14,522.33 | 8,541.94 | 4,778.16 | 575.00 | 186.96 | 28,904.41 | 4,800.84 | 18,128.52 | 651.76 | 1,791.51 | 1,481.33 | 2,060.45 | 28,904.41 |
| Cebu | 23,838.73 | 935.59 | 1,078.50 | 2,068.00 | 139.00 | 28,049.82 | 9,365.55 | 4,570.55 | 320.44 | 1,825.72 | 4,834.78 | 7,132.78 | 28,049.82 |
| Laguna | 16,834.55 | 3,608.10 | 2,225.00 | 2,752.48 | 430.30 | 25,850.43 | 6,166.86 | 12,854.82 | 844.80 | 3,197.64 | 967.02 | 1,819.29 | 25,850.43 |
| Bohol | 12,889.36 | 5,808.20 | 4,896.30 | 230.00 | 345.90 | 24,169.76 | 9,607.56 | 10,999.49 | 1,421.79 | 1,186.16 | 294.92 | 660.84 | 24,169.76 |
| Union | 21,422.44 | 959.70 | 842.20 | 30.00 | 118.82 | 22,873.16 | 11,433.29 | 2,292.31 | 366.81 | 1,005.04 | 4,590.86 | 3,184.85 | 22,873.16 |
| Manila | 1,999.72 | | | | | 1,999.72 | | | 254.49 | 1,600.64 | 1,204.69 | | 1,999.72 |
| Pampanga | 14,626.55 | 2,253.94 | 1,269.72 | 600.00 | 575.56 | 19,325.87 | 958.16 | 5,419.16 | 636.25 | 4,656.14 | 5,869.31 | 1,786.85 | 19,325.87 |
| Caniz | 13,786.61 | 1,526.46 | 1,217.30 | 1,051.00 | 1,173.40 | 18,754.77 | 4,679.58 | 4,747.91 | 1,331.45 | 1,889.07 | 2,831.78 | 3,275.00 | 18,754.77 |
| Iloilo | 13,342.77 | 1,486.00 | 1,258.00 | 1,318.00 | 563.16 | 17,967.93 | 3,249.88 | 4,164.64 | 2,499.42 | 2,682.68 | 3,343.45 | 2,127.86 | 17,967.93 |
| Iloos Norte | 13,355.04 | 1,732.23 | 980.70 | 180.00 | 725.29 | 16,903.26 | 8,377.47 | 3,041.70 | 1,015.60 | 2,035.53 | 1,238.75 | 1,194.21 | 16,903.26 |
| Cavite | 9,438.95 | 1,160.20 | 953.67 | | 2,511.66 | 14,064.48 | 4,440.00 | 2,616.02 | 712.13 | 1,278.17 | 3,020.04 | 1,986.12 | 14,064.48 |
| Batangas | 6,539.22 | 4,439.55 | 1,009.00 | 150.00 | 310.08 | 12,747.85 | 1,477.93 | 7,110.03 | 465.69 | 1,286.87 | 1,218.88 | 1,138.45 | 12,747.85 |
| Bulacan | 10,789.06 | 392.70 | 213.34 | 650.00 | 326.81 | 12,371.91 | 2,112.83 | 2,599.13 | 1,341.56 | 2,984.41 | 1,854.06 | 1,479.93 | 12,371.91 |
| Sorsogon | 9,192.03 | 119.00 | 2,067.50 | | 421.65 | 11,800.18 | 4,342.00 | 2,225.30 | 924.68 | 2,748.85 | 892.56 | 676.79 | 11,800.18 |
| Palawan | 1,915.80 | 3,701.92 | 4,749.84 | 10.00 | 80.00 | 10,457.56 | 1,322.00 | 8,998.47 | 103.26 | 368.61 | 202.38 | 640.84 | 10,457.56 |
| Tarlac | 8,941.76 | 489.30 | 233.50 | | 316.48 | 9,981.04 | 6,196.40 | 813.37 | 85.78 | 872.26 | 633.96 | 1,379.27 | 9,981.04 |
| Cagayan | 5,668.01 | 1,676.36 | 2,266.20 | 190.00 | 106.58 | 9,901.15 | 319.20 | 4,276.56 | 196.73 | 1,974.57 | 2,212.21 | 925.88 | 9,901.15 |
| Mountain | 810.62 | 4,114.90 | 3,140.10 | 263.50 | | 8,329.12 | | 5,962.38 | 27.00 | 2,222.24 | 117.50 | | 8,329.12 |
| Occidental Negros | 7,309.61 | 152.20 | 331.25 | 110.00 | 304.75 | 8,207.81 | 1,673.33 | 1,452.45 | 620.45 | 2,588.33 | 616.92 | 1,256.33 | 8,207.81 |
| Surigao | 3,599.02 | 1,635.00 | 1,765.00 | 250.00 | 50.00 | 7,199.02 | | 5,600.00 | 367.96 | 988.40 | 88.94 | 153.72 | 7,199.02 |
| Rizal | 5,283.18 | 276.25 | 676.58 | -550.00 | 75.27 | 6,871.28 | 2,573.08 | 1,002.00 | 82.34 | 831.39 | 1,559.85 | 822.62 | 6,871.28 |
| Albay | 5,091.43 | 478.00 | 372.50 | 150.00 | 82.50 | 6,174.43 | 280.00 | 1,171.20 | 1,338.17 | 2,072.09 | 719.81 | 623.61 | 6,174.43 |

| | | | | | | | | | | | | |
|-------------------|------------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|
| Mindanao and Sulu | 1,088.70 | 1,380.50 | 1,713.00 | 1,810.00 | 95.00 | 6,087.20 | 4,927.00 | 71.50 | 1,088.70 | 180.98 | 777.15 | 6,087.20 |
| Nueva Ecija | 4,497.41 | 1,296.00 | 296.00 | 100.00 | 25.00 | 6,078.41 | 2,053.00 | 734.44 | 2,132.84 | 283.55 | 986.76 | 6,078.41 |
| Oriental Negros | 4,680.25 | 324.00 | 340.00 | 100.00 | 25.00 | 5,470.25 | 803.37 | 631.38 | 2,310.19 | 95.50 | 986.76 | 5,470.25 |
| Agusan | 935.40 | 1,980.00 | 1,185.50 | 1,175.00 | 64.55 | 5,300.90 | 5,083.00 | 32.00 | 90.40 | 471.07 | 494.88 | 5,300.90 |
| Zambales | 4,151.40 | 194.40 | 202.00 | 40.00 | 64.55 | 4,652.35 | 1,448.39 | 507.02 | 1,295.79 | | | 4,652.35 |
| Mindoro | 2,110.75 | 557.00 | 624.00 | 890.00 | 250.00 | 4,431.75 | 672.52 | 384.77 | 110.15 | 155.83 | 307.85 | 4,431.75 |
| Nueva Vizcaya | 2,462.87 | 220.00 | 1,590.00 | 100.00 | 46.00 | 4,372.87 | 1,910.00 | 571.64 | 1,287.43 | 555.42 | 48.38 | 4,372.87 |
| Isabela | 2,037.13 | 445.00 | 518.00 | 365.00 | 50.00 | 3,365.13 | 1,406.00 | 566.12 | 1,042.86 | 19.46 | 331.69 | 3,365.13 |
| Antique | 1,847.11 | 585.70 | 693.30 | 180.00 | 50.00 | 3,126.11 | 1,155.70 | 203.95 | 901.82 | 368.99 | 13.65 | 3,126.11 |
| Camarines | 1,213.32 | 425.00 | 756.68 | 180.00 | 50.00 | 2,625.50 | 1,360.93 | 11.00 | 318.50 | 339.82 | 90.25 | 2,625.50 |
| Samar | 565.00 | 321.00 | 615.00 | 150.00 | 46.00 | 1,501.00 | 945.00 | 138.00 | 213.00 | 141.00 | | 1,501.00 |
| Misamis | 250.00 | 180.00 | 57.00 | 100.00 | 46.00 | 533.00 | 237.00 | | 250.00 | 46.00 | | 533.00 |
| Bukidnon | | 240.00 | 310.00 | | | 550.00 | 550.00 | | | | | 550.00 |
| Bataan | 171.00 | | | 100.00 | | 271.00 | 100.00 | | | | | 271.00 |
| Batanes | | | | | | | | | | | | |
| Normal | | | | | | | | | | | | |
| Total | 344,880.50 | 57,047.55 | 47,128.14 | 18,194.19 | 11,551.44 | 478,802.61 | 131,966.15 | 24,166.60 | 66,195.21 | 55,070.40 | 54,891.23 | 478,802.61 |

The total amount of voluntary contributions for 1916-17 increased ₱120,852.22 over that for 1915-16. The money donated for school purposes increased by ₱105,254.15 and thus accounted for almost the entire gain in the total sum of contributions.

The most notable increase in expenditures was in the item, school libraries, for which the rate of increase over 1915-16 exceeded 200 per cent. This indication of the growth of school libraries is encouraging, and the proportion of contributed funds spent for library books will undoubtedly continue to grow larger.

No. 21.—School sites.

The following table shows, by divisions and for the Islands, the number of school sites, their classification, area, estimated value, and method of acquisition. (December 31, 1917.)

| Division. | Number of school sites. | | | | | | Area of school sites. | | | | Estimated value of school sites. | | | | Summary. | | | | |
|-----------------|-------------------------|------------|---------|--------|---------|--------|-----------------------|-------------------------|-------------|-----------|----------------------------------|------------|-----------|---------|-----------|------------------|---------------|--------|----|
| | Provincial and Insular. | Municipal. | | | | | | Provincial and Insular. | Municipal. | | Provincial and Insular. | Municipal. | | Number. | Area. | Estimated value. | How acquired. | | |
| | | Central. | | | Barrio. | Class. | | | Central. | Barrio. | | Donation. | Purchase. | | | | Reservation. | | |
| | | First. | Second. | Third. | | First. | Second. | | | | | | | | | | | Third. | |
| | | | | | | | | | | | | | | | | | | | |
| Manila | 1 | | 5 | 5 | | | Sq. meters. | Sq. meters. | Sq. meters. | 445,824 | 646,020 | | | 11 | 168,977 | 1,091,844 | | 7 | 4 |
| Albay | 3 | 11 | 3 | 7 | 17 | 24 | 42 | 74,426 | 94,551 | 300,946 | 8,919 | 20,630 | 21,425 | 107 | 680,634 | 50,974 | 44 | 40 | 23 |
| Antique | 1 | 5 | 2 | 1 | 7 | 3 | 6 | 44,936 | 324,752 | 800,946 | 8,919 | 20,630 | 21,425 | 107 | 680,634 | 50,974 | 44 | 40 | 23 |
| Bataan | 1 | 5 | 2 | 1 | 7 | 3 | 6 | 9,882 | 76,083 | 58,789 | 1,500 | 2,060 | 1,890 | 25 | 144,704 | 5,440 | 20 | 4 | 1 |
| Batanes | 1 | 2 | 1 | | | | | 1,980 | 59,073 | 8,685 | 590 | 4,230 | 1,520 | 18 | 69,738 | 6,340 | 10 | 8 | |
| | | 2 | 1 | | | | 1 | | 69,507 | 1,548 | | 500 | 50 | 4 | 71,055 | 560 | | | 4 |
| Batangas | | 12 | 4 | 10 | 16 | 10 | 19 | | 229,348 | 197,694 | 7,000 | 30,225 | 9,038 | 72 | 459,433 | 46,263 | 48 | 18 | 6 |
| Bohol | 1 | 12 | 8 | 12 | 18 | 21 | 56 | 32,391 | 347,410 | 262,511 | 5,080 | 32,378 | 9,023 | 128 | 638,516 | 46,481 | 81 | 38 | 9 |
| Bulacan | 1 | 15 | 3 | 6 | 14 | 2 | 5 | 28,596 | 282,130 | 155,478 | | 58,941 | 18,406 | 45 | 437,608 | 77,347 | 14 | 31 | |
| Cagayan | 2 | 9 | 6 | 10 | 6 | 12 | 24 | 120,712 | 231,256 | 141,596 | 4,650 | 9,226 | 6,665 | 69 | 493,564 | 20,531 | 34 | 26 | 9 |
| Camarines | 1 | 14 | 8 | 18 | 10 | 7 | 32 | 82,600 | 183,871 | 114,982 | 8,200 | 31,613 | 4,700 | 90 | 381,453 | 44,513 | 39 | 20 | 31 |
| Capiz | 3 | 15 | 7 | 5 | 36 | 33 | 38 | 171,354 | 367,228 | 590,360 | 50,744 | 22,722 | 26,543 | 137 | 1,128,942 | 100,009 | 98 | 5 | 34 |
| Cavite | 2 | 10 | 2 | 12 | 3 | 4 | 13 | 56,993 | 196,832 | 44,197 | 3,425 | 46,867 | 14,908 | 46 | 328,022 | 65,200 | 8 | 30 | 8 |
| Cebu | 1 | 24 | 8 | 19 | 39 | 19 | 33 | 78,450 | 468,399 | 426,063 | 112,725 | 27,699 | 19,227 | 143 | 972,912 | 159,651 | 67 | 39 | 47 |
| Central Luzon | | | | | | | | | | | | | | | | | | | |
| Agri- | | | | | | | | | | | | | | | | | | | |
| cultural School | | | | | | | | | | | | | | | | | | | |
| Ilocos Norte | 1 | 2 | 4 | 7 | 8 | 43 | 23 | 6,578,529 | 114,862 | 569,563 | 96,770 | 11,010 | 10,046 | 125 | 6,944,811 | 39,456 | 92 | 22 | 11 |
| | | | | | | | | 260,398 | | | 18,400 | | | | | | | | |
| Ilocos Sur | 5 | 21 | 13 | 19 | 53 | 10 | 17 | 22,007 | 608,478 | 560,975 | 6,200 | 25,717 | 9,846 | 138 | 1,191,460 | 41,763 | 73 | 35 | 30 |
| Iloilo | 1 | 16 | 6 | 6 | 143 | 15 | 13 | 89,580 | 296,032 | 962,596 | 40,000 | 46,080 | 26,480 | 200 | 1,347,196 | 112,560 | 142 | 28 | 30 |
| Isabela | 1 | 10 | 8 | 6 | 16 | 2 | 5 | 75,152 | 187,597 | 273,605 | 2,000 | 4,290 | 3,170 | 36 | 536,354 | 9,460 | 7 | 17 | 12 |
| Laguna | 1 | 16 | 6 | 23 | 2 | 5 | 13 | 60,000 | 383,533 | 80,752 | 24,000 | 123,340 | 7,103 | 66 | 524,285 | 154,443 | 17 | 13 | 16 |
| Leyte | 1 | 30 | 14 | 21 | 114 | 48 | 158 | 292,204 | 560,599 | 1,252,272 | 10,000 | 50,835 | 30,262 | 386 | 2,105,075 | 91,097 | 282 | 44 | 60 |

| | | | | | | | | | | | | | | | | | | | |
|------------------------|----|-----|-----|-----|-----|-----|-----|------------|-----------|-----------|-----------|-----------|---------|-------|------------|-----------|-------|-----|-----|
| Mindoro..... | 1 | 7 | 1 | 1 | 6 | 2 | 12 | 5,900 | 122,532 | 79,783 | 2,000 | 1,150 | 1,085 | 30 | 208,115 | 4,215 | 10 | 2 | 18 |
| Misamis..... | 1 | 2 | 1 | 1 | 2 | 3 | 8 | 75,497 | 73,610 | 25,468 | 5,000 | 4,450 | 385 | 9 | 174,665 | 10,835 | 2 | 3 | 4 |
| Mountain..... | 8 | 17 | 6 | 1 | 8 | 8 | 8 | 342,158 | 40,383 | 182,039 | 51,095 | 4,450 | 1,740 | 32 | 514,069 | 53,285 | 2 | 3 | 28 |
| Nueva Ecija..... | 1 | 17 | 1 | 1 | 16 | 8 | 3 | 35,085 | 233,228 | 151,758 | 1,500 | 18,350 | 5,560 | 51 | 450,069 | 24,110 | 3 | 17 | 6 |
| Nueva Vizcaya..... | 1 | 8 | 1 | 1 | 14 | 1 | 6 | 69,142 | 309,010 | 422,272 | 200 | 2,200 | 3,900 | 31 | 800,424 | 6,300 | 1 | 1 | 30 |
| Occidental Negros..... | 1 | 7 | 5 | 10 | 11 | 13 | 2 | 51,452 | 219,883 | 205,737 | 11,910 | 50,528 | 4,179 | 49 | 477,072 | 66,617 | 19 | 10 | 90 |
| Oriental Negros..... | 1 | 4 | 6 | 3 | 1 | 5 | 46 | 15,250 | 150,725 | 139,891 | 15,250 | 27,951 | 4,520 | 72 | 305,866 | 47,724 | 38 | 11 | 23 |
| Palawan..... | 3 | 5 | 3 | 7 | 2 | 2 | 2 | 2,057,463 | 99,526 | 238,781 | 12,600 | 1,879 | 805 | 27 | 2,885,770 | 15,284 | 8 | 1 | 24 |
| Pampanga..... | 2 | 9 | 6 | 8 | 3 | 2 | 2 | 41,312 | 184,318 | 62,838 | 31,824 | 15,096 | 6,430 | 32 | 238,468 | 53,349 | 3 | 23 | 7 |
| Pangasinan..... | 1 | 8 | 25 | 16 | 5 | 9 | 24 | 128,586 | 635,161 | 169,470 | 6,910 | 79,156 | 10,515 | 88 | 923,207 | 96,580 | 39 | 30 | 19 |
| Rizal..... | 3 | 8 | 2 | 12 | 4 | 2 | 17 | 66,404 | 149,136 | 130,139 | 37,109 | 53,770 | 19,637 | 48 | 345,679 | 110,516 | 22 | 23 | 8 |
| Samar..... | 1 | 40 | 3 | 2 | 23 | 8 | 56 | 39,532 | 581,344 | 302,143 | 1,000 | 22,395 | 5,758 | 133 | 922,069 | 23,153 | 106 | 23 | 4 |
| Sorsogon..... | 2 | 6 | 7 | 5 | 25 | 9 | 2 | 245,424 | 117,825 | 247,228 | 68,810 | 14,460 | 4,665 | 56 | 610,477 | 87,985 | 32 | 22 | 2 |
| Surigao..... | 1 | 1 | 1 | 1 | 4 | 1 | 4 | 106,379 | 22,596 | 36,576 | 41,500 | 16,575 | 2,980 | 15 | 165,551 | 61,065 | 7 | 1 | 7 |
| Tarlac..... | 2 | 5 | 9 | 9 | 1 | 31 | 6 | 78,264 | 108,446 | 123,142 | 5,400 | 13,264 | 7,680 | 57 | 304,852 | 26,294 | 32 | 7 | 18 |
| Tayabas..... | 1 | 14 | 2 | 20 | 2 | 6 | 6 | 59,837 | 284,428 | 25,483 | 30,000 | 46,660 | 1,400 | 45 | 369,758 | 78,060 | 15 | 13 | 17 |
| Union..... | 1 | 5 | 6 | 7 | 21 | 16 | 8 | 72,557 | 124,909 | 247,964 | 27,837 | 31,847 | 12,006 | 64 | 445,430 | 71,690 | 22 | 36 | 6 |
| Zambales..... | 3 | 2 | 4 | 4 | 1 | 5 | 5 | 119,156 | 77,381 | 29,348 | 5,050 | 8,616 | 1,436 | 19 | 225,885 | 15,102 | 8 | 5 | 6 |
| Total..... | 63 | 376 | 192 | 304 | 690 | 329 | 753 | 11,718,515 | 8,619,902 | 8,752,670 | 1,201,022 | 1,603,168 | 314,908 | 2,707 | 23,091,087 | 3,119,068 | 1,457 | 672 | 578 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | | | | | | | |
|----------------|----|---|---|---|----|---|----|-----------|-----------|-----------|--------|--------|--------|-----|-----------|---------|---|----|-----|
| Agusan..... | 15 | 2 | 2 | 4 | 2 | 2 | 2 | 901,362 | 33,217 | 67,210 | 5,200 | 37,417 | 950 | 25 | 1,001,789 | 43,557 | 1 | 24 | 2 |
| Bukidnon..... | 1 | 3 | 1 | 2 | 9 | 1 | 1 | 110,000 | 90,150 | 172,245 | 2,000 | 1,800 | 3,480 | 2 | 90,150 | 1,800 | 2 | 2 | 9 |
| Cotabato..... | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 62,835 | 62,835 | 40,519 | 2,200 | 2,200 | 500 | 5 | 103,454 | 2,700 | 2 | 2 | 8 |
| Davao..... | 1 | 1 | 1 | 4 | 29 | 1 | 13 | 27,000 | 639,611 | 3,231,540 | 8,000 | 3,200 | 910 | 19 | 257,884 | 4,110 | 1 | 19 | 19 |
| Lanao..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 40,658 | 217,226 | 217,226 | 3,200 | 3,200 | 910 | 19 | 257,884 | 4,110 | 1 | 19 | 19 |
| Sulu..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 40,658 | 217,226 | 217,226 | 3,200 | 3,200 | 910 | 19 | 257,884 | 4,110 | 1 | 19 | 19 |
| Zamboanga..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 40,658 | 217,226 | 217,226 | 3,200 | 3,200 | 910 | 19 | 257,884 | 4,110 | 1 | 19 | 19 |
| Total..... | 17 | 9 | 6 | 9 | 58 | 3 | 15 | 1,038,362 | 1,038,816 | 4,217,905 | 15,200 | 47,046 | 61,516 | 117 | 6,296,083 | 123,762 | 6 | 10 | 101 |

| | | | | | | | | | | | | | |
|---------------|-------|-----|-------|--------------|-----|-----|------------|-----|-------|--------------|-----|-------|---------------|
| Rizal..... | 94 | 7 | 46 | 127,849.69 | 6 | 35 | 31,961.24 | 10 | 56 | 37,698.65 | 23 | 137 | 197,509.58 |
| Samar..... | 181 | 17 | 92 | 262,609.83 | 1 | 10 | 13,078.15 | 5 | 40 | 205,870.32 | 18 | 102 | 275,687.98 |
| Sorsogon..... | 112 | 16 | 70 | 148,177.74 | | | | | | | 21 | 110 | 354,048.08 |
| Surigao..... | 87 | 8 | 20 | 42,496.87 | 4 | 13 | 19,315.39 | 3 | 22 | 47,174.91 | 12 | 33 | 61,811.26 |
| Tarlac..... | 106 | 26 | 79 | 166,368.40 | | | | | | | 28 | 101 | 213,533.31 |
| Tayabas..... | 129 | 18 | 134 | 366,864.63 | 4 | 34 | 43,355.76 | 10 | 51 | 94,559.03 | 32 | 219 | 504,899.42 |
| Union..... | 76 | 7 | 42 | 83,369.37 | 6 | 45 | 47,892.86 | 3 | 20 | 40,000.00 | 16 | 107 | 171,171.73 |
| Zambales..... | 66 | 3 | 21 | 52,223.86 | 3 | 30 | 12,199.84 | 3 | 22 | 48,118.30 | 9 | 78 | 112,541.99 |
| Normal..... | 3 | | | | | | | 2 | 112 | 755,741.26 | 2 | 112 | 755,741.26 |
| Trade..... | | | | | | | | 2 | 12 | 221,783.66 | 2 | 12 | 221,783.66 |
| Total..... | 4,452 | 443 | 2,241 | 5,690,960.94 | 126 | 665 | 960,143.61 | 255 | 1,490 | 4,228,387.39 | 824 | 4,396 | 10,369,491.94 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | |
|----------------|-----|---|----|------------|--|--|--|----|----|-----------|----|----|------------|
| Agusan..... | 42 | 1 | 7 | 20,153.43 | | | | 9 | 23 | 44,462.19 | 10 | 35 | 64,615.62 |
| Bukidnon..... | 35 | | | | | | | 1 | 7 | 3,360.18 | 1 | 7 | 3,360.18 |
| Cotabato..... | 31 | | | | | | | | | | | | |
| Davao..... | 59 | | | | | | | | | | | | |
| Lanao..... | 26 | 1 | 3 | 8,500.00 | | | | | | | 1 | 3 | 8,500.00 |
| Sulu..... | 32 | 1 | 10 | 35,000.00 | | | | 1 | 2 | 4,943.54 | 2 | 12 | 39,943.54 |
| Zamboanga..... | 65 | 2 | 12 | 42,000.00 | | | | | | | 2 | 12 | 42,000.00 |
| Total..... | 292 | 5 | 32 | 105,653.43 | | | | 11 | 37 | 52,765.91 | 16 | 69 | 168,419.34 |

No. 22.—Permanent, mixed-material, and temporary buildings—Continued.

| Division. | Mixed-material. | | | Temporary. | | | Summary. | | |
|-----------------------------------|-----------------|--------|-----------|-----------------|--------|------------|-----------------|--------|---------------|
| | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. | Build- ings. | Rooms. | Cost. |
| Manila | 3 | 3 | P868.00 | | | | 23 | 257 | P1,088,868.34 |
| Albay | 22 | 29 | 12,310.14 | | | | 117 | 272 | 411,886.20 |
| Antique | 5 | 18 | 10,230.00 | 33 | 49 | P16,281.54 | 45 | 107 | 97,606.34 |
| Bataan | 6 | 16 | 7,250.00 | 4 | 6 | 6,514.95 | 18 | 69 | 70,971.29 |
| Batanes | 9 | 13 | 6,672.48 | | | 570.00 | 12 | 21 | 22,566.58 |
| Batangas | 27 | 39 | 14,638.46 | 47 | 63 | 15,099.15 | 109 | 248 | 330,288.53 |
| Bohol | 83 | 179 | 87,328.01 | 68 | 109 | 15,629.98 | 180 | 425 | 387,145.82 |
| Bulacan | 7 | 20 | 8,080.79 | 30 | 48 | 15,906.25 | 70 | 234 | 421,452.85 |
| Cagayan | 11 | 22 | 5,254.56 | 23 | 54 | 3,000.00 | 46 | 128 | 134,819.20 |
| Camarines | 19 | 30 | 13,038.12 | 65 | 70 | 8,000.00 | 106 | 183 | 242,364.47 |
| Capiz | 13 | 36 | 14,761.89 | 50 | 92 | 9,990.09 | 85 | 239 | 208,962.13 |
| Cavite | 8 | 23 | 7,362.89 | 4 | 17 | 3,640.00 | 36 | 159 | 268,790.81 |
| Cebu | 43 | 66 | 25,117.39 | 87 | 123 | 20,000.00 | 166 | 385 | 506,535.97 |
| Central Luzon Agricultural School | 9 | 16 | 7,200.00 | | | | 32 | 68 | 90,808.02 |
| Iloco Norte | 22 | 35 | 11,568.33 | 8 | 11 | 1,450.00 | 56 | 163 | 292,290.14 |
| Iloco Sur | 29 | 54 | 23,839.11 | 35 | 44 | 6,616.09 | 102 | 305 | 389,794.73 |
| Iloilo | 17 | 33 | 9,839.24 | 106 | 214 | 45,018.44 | 155 | 430 | 464,847.05 |
| Izabela | 11 | 20 | 10,000.00 | 24 | 41 | 14,569.24 | 43 | 97 | 96,162.72 |
| Laguna | 8 | 19 | 10,916.11 | 1 | 6 | 250.00 | 46 | 257 | 510,999.39 |
| Leyte | 86 | 119 | 63,434.87 | 111 | 122 | 27,193.94 | 258 | 472 | 692,360.18 |
| Mindoro | 7 | 25 | 23,604.12 | 5 | 9 | 2,250.00 | 17 | 54 | 79,265.75 |
| Misamis | 9 | 27 | 13,848.46 | 1 | 1 | 200.00 | 20 | 77 | 149,245.88 |
| Mountain | 14 | 43 | 13,336.37 | 12 | 22 | 2,200.00 | 33 | 109 | 115,063.03 |
| Nueva Ecija | 7 | 17 | 10,346.86 | 35 | 48 | 8,960.25 | 61 | 164 | 206,316.00 |
| Nueva Vizcaya | 10 | 28 | 34,651.52 | 18 | 33 | 6,342.37 | 34 | 89 | 107,288.64 |
| Occidental Negros | 44 | 93 | 45,245.23 | 55 | 84 | 20,193.89 | 123 | 235 | 342,591.53 |
| Oriental Negros | 18 | 41 | 14,476.17 | 45 | 61 | 11,642.82 | 79 | 171 | 162,786.29 |
| Palawan | 7 | 30 | 22,133.76 | | | | 13 | 39 | 85,786.57 |
| Pampanga | 15 | 37 | 46,393.13 | 20 | 29 | 6,428.94 | 55 | 239 | 394,302.12 |
| Pangasinan | 21 | 81 | 55,169.28 | 64 | 117 | 30,749.70 | 116 | 412 | 564,515.04 |

| | | | | | | | | | |
|---------------|-----|-------|------------|-------|-------|------------|-------|-------|---------------|
| Rizal..... | 18 | 57 | 41,746.50 | 6 | 7 | 785.00 | 47 | 207 | 240,040.08 |
| Samar..... | | | | 1 | 6 | 1,497.19 | 19 | 19 | 277,185.17 |
| Sorsogon..... | | | | 2 | 10 | 3,341.15 | 73 | 100 | 357,889.21 |
| Surigao..... | | | | | | | 12 | 33 | 61,811.28 |
| Tarlac..... | 2 | 4 | 700.00 | 4 | 8 | 978.95 | 35 | 113 | 215,212.26 |
| Tayabas..... | | | | | | | | | |
| Union..... | 15 | 45 | 23,686.43 | 7 | 9 | 6,635.20 | 54 | 273 | 535,221.05 |
| Zambales..... | 3 | 10 | 2,100.00 | 9 | 30 | 5,680.00 | 28 | 147 | 178,351.73 |
| Normal..... | 6 | 17 | 7,825.95 | 13 | 20 | 2,575.00 | 28 | 110 | 122,942.55 |
| Trade..... | | | | | | | 2 | 112 | 755,741.28 |
| | | | | | | | | 12 | 221,788.65 |
| Total..... | 634 | 1,365 | 711,962.77 | 1,047 | 1,635 | 319,566.13 | 2,505 | 7,396 | 11,891,020.84 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | |
|----------------|----|----|-----------|-----|-----|-----------|-----|-----|------------|
| Agusan..... | 1 | 3 | 800.00 | 19 | 29 | 13,980.04 | 30 | 67 | 79,395.66 |
| Bukidnon..... | | | | 4 | 10 | 10,230.08 | 6 | 17 | 13,580.26 |
| Cotabato..... | 8 | 18 | 6,362.00 | 19 | 52 | 10,927.88 | 27 | 70 | 17,289.88 |
| Davao..... | 7 | 15 | 13,650.00 | 47 | 59 | 8,265.00 | 54 | 74 | 21,915.00 |
| Iloilo..... | 9 | 11 | 2,950.00 | 6 | 6 | 1,460.00 | 16 | 20 | 12,910.00 |
| Lanao..... | 3 | 14 | 957.60 | 39 | 112 | 12,023.92 | 44 | 138 | 52,925.08 |
| Sulu..... | 15 | 22 | 22,811.85 | 3 | 9 | 2,050.00 | 20 | 43 | 96,861.86 |
| Zamboanga..... | | | | | | | | | |
| Total..... | 43 | 83 | 47,531.45 | 137 | 277 | 58,836.92 | 196 | 429 | 284,887.71 |

No. 23.—*Insular aid for school building construction.*

The following table shows, by divisions and for the Islands, the Insular aid granted for the construction of municipal, provincial, and Insular school buildings. (December 31, 1917.)

| Division. | Municipal school buildings. | | | Provincial school buildings. | Insular school buildings. | Total for all school buildings. |
|------------------------|-----------------------------|--------------|--------------|------------------------------|---------------------------|---------------------------------|
| | Gabalidon aid. | Other aid. | Total aid. | | | |
| Manila..... | | P53,846.86 | P53,846.86 | | P1,024,000.00 | P1,077,846.86 |
| Abra..... | | 25,000.00 | 25,000.00 | | | 25,000.00 |
| Albay..... | P110,454.99 | 41,000.00 | 151,454.99 | P18,000.00 | | 169,454.99 |
| Antique..... | 22,000.00 | 11,000.00 | 33,000.00 | 13,500.00 | | 46,500.00 |
| Bataan..... | 11,360.00 | 25,000.00 | 36,360.00 | 6,000.00 | | 42,360.00 |
| Batanes..... | 9,900.45 | 4,000.00 | 13,900.45 | | | 13,900.45 |
| Batangas..... | 69,304.86 | 88,000.00 | 157,304.86 | 63,000.00 | | 220,304.86 |
| Bohol..... | 66,108.35 | 26,000.00 | 92,108.35 | 39,500.00 | | 131,608.35 |
| Bulacan..... | 72,914.30 | 70,900.00 | 143,814.30 | 21,378.74 | | 165,193.04 |
| Cagayan..... | 22,190.00 | 31,500.00 | 53,690.00 | 20,000.00 | | 73,690.00 |
| Camarines..... | 48,136.80 | 37,000.00 | 85,136.80 | 28,000.00 | | 113,136.80 |
| Capiz..... | 58,525.57 | 26,000.00 | 84,525.57 | 19,590.00 | | 104,115.57 |
| Cavite..... | 69,682.00 | 71,500.00 | 141,182.00 | 21,575.00 | | 162,757.00 |
| Cebu..... | 103,862.84 | 82,500.00 | 186,362.84 | 17,000.00 | | 203,362.84 |
| Ilocos Norte..... | 65,360.05 | 45,000.00 | 110,360.05 | 27,000.00 | | 137,360.05 |
| Ilocos Sur..... | 62,520.25 | 40,273.14 | 102,793.39 | 37,000.00 | | 139,793.39 |
| Iloilo..... | 69,581.45 | 30,500.00 | 100,081.45 | 73,517.32 | | 173,598.77 |
| Isabela..... | 4,000.00 | 25,000.00 | 29,000.00 | 10,000.00 | | 39,000.00 |
| Laguna..... | 108,975.07 | 65,127.03 | 174,102.10 | 56,000.00 | | 230,102.10 |
| Leyte..... | 178,837.65 | 66,000.00 | 244,837.65 | 39,500.00 | | 283,837.65 |
| Mindoro..... | 21,201.00 | 26,000.00 | 47,201.00 | 27,500.00 | | 74,701.00 |
| Misamis..... | 16,590.00 | 53,000.00 | 69,590.00 | 22,000.00 | | 91,590.04 |
| Mountain..... | | 127,189.72 | 127,189.72 | | 271,716.02 | 398,905.72 |
| Nueva Ecija..... | 68,987.18 | 27,650.00 | 96,637.18 | 9,000.00 | 74,066.64 | 179,703.80 |
| Nueva Vizcaya..... | 13,300.00 | 91,350.00 | 104,650.00 | 24,000.00 | | 128,650.00 |
| Occidental Negros..... | 73,666.66 | 35,500.00 | 109,166.66 | 14,500.00 | | 123,666.66 |
| Oriental Negros..... | 29,997.94 | 10,000.00 | 39,997.94 | 11,000.00 | | 50,997.94 |
| Palawan..... | 14,974.55 | 6,500.00 | 21,474.55 | 5,200.00 | | 26,674.55 |
| Pampanga..... | 67,100.00 | 91,500.00 | 158,600.00 | 18,985.28 | | 177,585.28 |
| Pangasinan..... | 98,345.23 | 57,000.00 | 155,345.23 | 28,000.00 | | 183,345.23 |
| Rizal..... | 39,944.81 | 36,800.00 | 76,744.81 | 7,252.75 | 60,000.00 | 143,997.56 |
| Samar..... | 75,426.21 | 42,000.00 | 117,426.21 | 24,000.00 | | 141,426.21 |
| Sorsogon..... | 60,672.82 | 10,433.83 | 71,106.65 | 30,021.23 | | 101,127.88 |
| Surigao..... | 42,567.50 | 8,000.00 | 50,567.50 | 17,500.00 | | 68,067.50 |
| Tarlac..... | 90,357.02 | 41,000.00 | 131,357.02 | 7,793.03 | | 139,150.05 |
| Tayabas..... | 71,924.41 | 68,446.00 | 140,370.41 | 29,907.06 | | 170,277.47 |
| Union..... | 42,800.00 | 48,500.00 | 91,300.00 | 26,000.00 | | 117,300.00 |
| Zambales..... | 19,383.50 | 26,000.00 | 45,383.50 | 24,000.00 | | 69,383.50 |
| Mindanao and Sulu: | | | | | | |
| Agusan..... | | 77,450.00 | 77,450.00 | | | 77,450.00 |
| Bukidnon..... | | 54,650.00 | 54,650.00 | 3,000.00 | | 57,650.00 |
| Cotabato..... | | 00.00 | 00.00 | | | 00.00 |
| Davao..... | | 00.00 | 00.00 | | | 00.00 |
| Lanao..... | | 45,000.00 | 45,000.00 | | | 45,000.00 |
| Sulu..... | | 20,480.00 | 20,480.00 | | | 20,480.00 |
| Zamboanga..... | | 134,000.00 | 134,000.00 | | | 134,000.00 |
| Miscellaneous..... | 4,546.54 | | 4,546.54 | | | 4,546.54 |
| Total..... | 2,000,000.00 | 2,003,596.58 | 4,003,596.58 | 840,220.41 | 1,429,782.66 | 6,273,599.65 |

NOTE.—Insular school buildings include the Philippine Normal School and the Philippine School of Arts and Trades in Manila; the Baguio Industrial School, Baguio, Mountain Province; Central Luzon Agricultural School, Muñoz, Nueva Ecija; and the Philippine Nautical School in Pasay, Rizal.

No. 24.—Total expenditures for school purposes.

REGULAR AND SPECIAL PROVINCES

| | 1917 | 1916 | Increase(+). Decrease(-). |
|---|---------------|---------------|------------------------------|
| Insular expenditures for salaries, wages, and contingent: | | | |
| Act No. 2672, Act No. 2540 | P4,100,020.00 | | |
| Act No. 357 | 10,304.43 | | |
| | P4,110,324.43 | P4,201,620.00 | -P91,295.57 |
| Balance, outlays forwarded to fiscal year 1918 | P6,030.75 | | |
| Net income automatically reverted to Insular Treasury | 73,787.84 | | |
| | 79,818.59 | 133,200.90 | - 53,382.31 |
| Net expenditures | 4,080,506.84 | 4,068,419.10 | - 87,91 8.26 |
| Buildings, Central Luzon Agricultural School, Act No. 2583 | 3,162.36 | | |
| Primary schools, non-Christian tribes, Act No. 2531 (P744,700), less Mindanao and Sulu (P273,700.) .. | 471,000.00 | | |
| Barrio schoolhouses, Act Nos. 1801 and 2029 | 662.57 | | |
| Schools, friar land estates, Act No. 2693 | 25,000.00 | | |
| Construction, central, intermediate, and farm school buildings, Act No. 2704 | 250,000.00 | | |
| Improvement Insular school site, Manila, Act No. 2704 | 9,449.57 | | |
| Buildings, Central Luzon Agricultural School, Act No. 2704 | 19,231.76 | | |
| Irrigation system, Central Luzon Agricultural School, Act No. 2704 | 19,662.74 | | |
| Philippine Nautical School site and building, Act No. 2704 | 21,913.58 | | |
| Buildings, provincial and farm school, Act No. 2704 | 50,000.00 | | |
| Buildings, Emergency Board Resolution No. 40 .. | 2,500.00 | | |
| Total Insular | 4,903,088.42 | 4,472,715.98 | + 430,372.44 |
| Provincial expenditures for school purposes (1916), (1915) | 255,160.75 | 194,595.58 | + 60,565.17 |
| Municipal expenditures for school purposes (1916), (1915) | 2,345,128.71 | 2,142,480.64 | +202,648.07 |
| Total Government funds, exclusive of five provinces of Mindanao and Sulu, formerly called Moro Province | 7,503,377.88 | 6,809,792.20 | +693,585.68 |
| In addition, voluntary contributions | 472,715.41 | 349,743.19 | +122,972.22 |
| Total expenditures for education, regular and special provinces | 7,976,093.29 | 7,159,535.39 | +816,557.90 |
| Expenditure for education per capita of population (7,369,669) | 1.082 | .971 | + .111 |
| Cost of education per pupil (based on average monthly enrolment), (555,686), (514,982) | 14.354 | 13.902 | + .452 |

TOTAL EXPENDITURES FOR ENTIRE ISLANDS

| | | | |
|--|---------------|---------------|--------------|
| Total expenditures for school purposes, exclusive of five provinces of Mindanao and Sulu, formerly called Moro Province, as stated above | P7,976,093.29 | P7,159,535.39 | +P816,557.90 |
| Primary schools, non-Christian tribes, Act No. 2531 (P744,700, less regular and special provinces P471,000) | 273,700.00 | 235,000.00 | + 38,700.00 |
| Provincial expenditures, five provinces of Mindanao and Sulu, formerly called Moro Province (1916), (1915) .. | 208,683.01 | 248,571.88 | - 39,888.87 |
| Municipal expenditures, five provinces of Mindanao and Sulu, formerly called Moro Province (1916), (1915) | 49,659.08 | 22,333.05 | + 27,326.08 |
| Total Government funds | 8,508,135.88 | 7,665,439.82 | +842,696.56 |
| In addition, voluntary contributions, Mindanao and Sulu | 6,087.20 | 2,120.00 | + 3,967.20 |
| Grand total, for entire Islands | 8,514,222.58 | 7,667,559.82 | +846,662.76 |
| Expenditures for education per capita of population (7,771,446) | 1.060 | .987 | + .073 |
| Cost of education per pupil (based on average monthly enrolment), (567,625), (523,272) | 14.518 | 14.653 | - .135 |

No. 25.—Operation statement for 1917.

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1917

| | December 31 — | | Increase (+). Decrease (—). |
|---------------------------------|---------------|--------------|--------------------------------|
| | 1917 | 1916 | |
| ASSETS. | | | |
| Fixed property: | | | |
| Land | P608,977.88 | P619,283.68 | — P10,305.80 |
| Public works and improvements | 1,680,096.85 | 1,412,281.24 | + 217,815.11 |
| Equipment | 482,700.16 | 494,916.29 | — 12,216.13 |
| Total fixed property | 2,721,774.89 | 2,526,480.21 | + 195,294.18 |
| Working assets: | | | |
| Supplies and materials | 314,860.45 | 224,345.54 | + 90,514.91 |
| Sales stock | 174,786.08 | 43,370.90 | + 131,415.18 |
| Deferred charges | 2,373.89 | 1,877.61 | + 496.28 |
| Total working assets | 492,020.42 | 269,594.05 | + 222,426.37 |
| Current assets: | | | |
| Accounts receivable | 62,957.01 | 4,220.44 | + 58,736.57 |
| Cash — | | | |
| In treasury | 187,537.87 | 29,349.92 | + 158,187.95 |
| In hands of officers | 28,447.48 | 26,969.09 | + 1,478.39 |
| Total current assets | 278,942.36 | 60,539.45 | + 218,402.91 |
| Total assets | 3,492,737.17 | 2,856,618.71 | + 636,128.46 |
| LIABILITIES. | | | |
| Capital: | | | |
| Fixed capital (see Exhibit B) | 2,721,774.39 | 2,526,480.21 | + 195,294.18 |
| Current capital (see Exhibit C) | 50,773.10 | 748,104.20 | — 697,331.10 |
| Total capital | 2,772,547.49 | 3,274,584.41 | — 502,036.92 |
| Treasury advances | 492,020.42 | 269,594.05 | + 222,426.37 |
| Current liabilities: | | | |
| Accounts payable | 99,867.48 | 65,357.90 | + 34,509.58 |
| Accrued leave payable | 123,301.78 | 115,734.77 | + 12,567.01 |
| Total current liabilities | 223,169.26 | 181,092.67 | + 47,076.59 |
| Total liabilities | 3,492,737.17 | 3,725,271.13 | — 232,533.96 |

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNT

| | December 31 — | | Increase (+). Decrease (—). |
|--|---------------|---------------|--------------------------------|
| | 1917 | 1916 | |
| Balance, December 31, 1916, 1915 | P2,526,480.21 | P2,433,460.25 | + P93,029.96 |
| Deduct— | | | |
| Inventory adjustments | (576.18) | 1,756.27 | — 2,332.45 |
| Balance, December 31, 1916, 1915, as adjusted | 2,525,904.03 | 2,435,206.52 | + 90,697.51 |
| Debits: | | | |
| Acquisition by purchase | 159,889.26 | 215,101.84 | — 55,212.58 |
| Acquisition by interbureau transfer | 6,383.33 | 46,620.11 | — 40,236.78 |
| Plant assets brought into account | 209,000.00 | | + 209,000.00 |
| Total debits and balances, December 31, 1917, 1916 | 2,901,176.62 | 2,696,928.47 | + 204,248.15 |
| Credits: | | | |
| Dropped by sale | 1,269.83 | 1,181.71 | + 88.12 |
| Dropped by interbureau transfer | 101,176.40 | 11,905.97 | + 89,270.43 |
| Dropped by transfer to local governments | 53,849.63 | 140,244.23 | — 86,394.60 |
| Losses | 4,474.98 | 2,636.62 | + 1,838.36 |
| Depreciation accruals | 18,631.39 | 14,479.73 | + 4,151.66 |
| Total credits | 179,402.23 | 170,448.26 | + 8,953.97 |
| Balance, December 31, 1917, 1916 | 2,721,774.39 | 2,526,480.21 | + 195,294.18 |

No. 25.—Operation statement for 1917—Continued

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT *

| | December 31 — | | Increase (+). Decrease (—). |
|---|-----------------|----------------|--------------------------------|
| | 1917 | 1916 | |
| Balance, December 31, 1916 | P748, 104.80 | P162, 401.08 | + P585, 708.12 |
| Credits: | | | |
| Allotment from public revenues | 4, 553, 245.16 | 5, 426, 620.00 | — 873, 374.84 |
| Receipts from operation: | | | |
| Sales income | P85, 854.87 | | |
| Sales of fixed assets | 1, 302.06 | | |
| | 87, 156.93 | 27, 301.33 | + 9, 855.55 |
| Total balance and credits | 5, 438, 508.29 | 5, 616, 322.46 | — 277, 816.17 |
| Reversion (deduct) | 73, 787.84 | 149, 080.91 | — 75, 273.07 |
| Total current capital | 5, 264, 718.45 | 5, 467, 261.55 | — 202, 543.10 |
| Debits: | | | |
| Total expense current appropriation: | | | |
| Net expense | P4, 080, 505.84 | | |
| Income reverted considered as reducing expense | 73, 787.84 | | |
| | 4, 104, 293.68 | 4, 096, 639.46 | + 7, 654.22 |
| Total expense miscellaneous appropriations | 1, 146, 282.58 | 639, 276.80 | + 507, 005.78 |
| Total expense | 5, 250, 576.26 | 4, 735, 916.26 | + 514, 660.00 |
| Service and miscellaneous income (deduct) | 36, 630.91 | 16, 768.91 | + 19, 872.00 |
| Total net expense | 5, 213, 945.35 | 4, 719, 187.35 | + 494, 788.00 |
| Balance, December 31, 1917 (see Exhibit A) | 50, 778.10 | 748, 104.20 | — 697, 331.10 |

* For details see Exhibits D and E.

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

| Items. | Fiscal year 1917. | Fiscal year 1916. | Increase (+). Decrease (—). |
|--|----------------------|----------------------|--------------------------------|
| Authorizations: | | | |
| New appropriations for the year | P4, 553, 245.16 | P5, 426, 620.00 | — P873, 374.84 |
| Public service appropriation, 1917, Act No. 2672; 1916, Act No. 2540 | 4, 100, 020.00 | 4, 201, 620.00 | — 101, 600.00 |
| Indefinite appropriation, Act No. 867 | 10, 304.43 | 0.00 | + 10, 304.43 |
| Appropriation for Central Luzon Agricultural School, Act No. 2588 | 0.00 | 25, 000.00 | — 25, 000.00 |
| Appropriation for school building allotments, Secretary of Public Instruction, Act No. 2588 | 0.00 | 200, 000.00 | — 200, 000.00 |
| Emergency Board allotment for the completion of the intermediate school building, at Kawit, Cavite | 2, 500.00 | 0.00 | + 2, 500.00 |
| Appropriation for primary schools, non-Chris- tian tribes, Act No. 2531 | 0.00 | 1, 000, 000.00 | — 1, 000, 000.00 |
| Appropriation for school buildings, Act No. 2704 | 250, 000.00 | 0.00 | + 250, 000.00 |
| Appropriation for primary school on friar land estates, Act No. 2693 | 25, 000.00 | 0.00 | + 25, 000.00 |
| Appropriation for improvement school lands, Act No. 2704 | 15, 000.00 | 0.00 | + 15, 000.00 |
| Appropriation for Central Luzon Agricultural School improvement, Act No. 2704 | 20, 000.00 | 0.00 | + 20, 000.00 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act No. 2704 | 20, 000.00 | 0.00 | + 20, 000.00 |
| Appropriation for Insular aid for construction of provincial and farming schools, Act No. 2704 | 50, 000.00 | 0.00 | + 50, 000.00 |
| Appropriation for Philippine Nautical School site and building, Act No. 2704 | 60, 000.00 | 0.00 | + 60, 000.00 |
| Appropriation for primary schools, non-Chris- tian tribes, Act No. 2531 (transferred to girls' dormitory industrial school) | (25, 000.00) | 0.00 | — 25, 000.00 |
| Appropriation for Filipino Girls' Dormitory, Ba- guio Industrial School, Act No. 2531 (trans- ferred from primary school, non-Christian tribes, Act No. 2531) | 25, 000.00 | 0.00 | + 25, 000.00 |
| Appropriation for barrio schoolhouses, Act No. 2029—Receipts automatically appropriated | 420.73 | 0.00 | + 420.73 |

No. 25.—Operation statement for 1917—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

| Items. | Fiscal year 1917. | Fiscal year 1916. | Increase (+). Decrease (—). |
|--|----------------------|----------------------|--------------------------------|
| Authorizations—continued. | | | |
| Appropriations balances from prior year | 748, 104. 20 | 162, 401. 08 | + 585, 703. 12 |
| Appropriation for barrio schoolhouses, Act No. 2029 | 241. 84 | 9, 061. 90 | — 8, 820. 06 |
| Appropriation for buildings, School of Arts and Trades, Act No. 2264 | 0. 00 | 153, 339. 18 | — 153, 339. 18 |
| Appropriation for construction of school buildings, Act No. 2583 (Central Luzon Agricultural School) | 3, 162. 36 | 0. 00 | + 3, 162. 36 |
| Appropriation for primary schools, non-Christian tribes, Act No. 2531 | 744, 700. 00 | 0. 00 | + 744, 700. 00 |
| Reversions of authorizations in excess of requirements | 0. 00 | (105, 000. 62) | + 105, 000. 62 |
| Net authorizations | 5, 301, 349. 36 | 5, 484, 020. 46 | — 182, 671. 10 |
| Conversions and balances: | | | |
| Appropriation charges | 5, 250, 576. 26 | 4, 735, 916. 26 | + 514, 660. 00 |
| Salaries | 2, 504, 482. 59 | 2, 564, 719. 46 | — 60, 236. 87 |
| Wages | 44, 815. 02 | 37, 559. 66 | + 7, 255. 36 |
| Travel expense of personnel | 216, 741. 67 | 242, 371. 63 | — 25, 629. 96 |
| Freight, express, and delivery service | 25, 552. 98 | 22, 130. 98 | + 3, 422. 05 |
| Postal, telegraph, telephone, and cable service | 24, 373. 20 | 22, 821. 41 | + 1, 551. 79 |
| Illumination and power service | 6, 151. 11 | 6, 345. 19 | — 194. 08 |
| Miscellaneous service | 14, 773. 26 | 14, 731. 29 | + 41. 97 |
| Rental of buildings and grounds | 8, 600. 00 | 6, 645. 28 | + 1, 954. 72 |
| Consumption of supplies and materials | 482, 273. 56 | 411, 195. 97 | + 71, 077. 59 |
| Printing and binding reports, documents, and publications | 10, 330. 40 | 18, 983. 46 | — 8, 608. 06 |
| Cash contributions and gratuities (other than to local governments) | 42, 710. 68 | 82, 255. 03 | — 39, 544. 35 |
| Travel expense of persons not government employees | 4, 364. 31 | 1, 168. 46 | + 3, 195. 85 |
| Maintenance of repair (contract payments only) | 23, 028. 00 | 11, 336. 67 | + 11, 691. 33 |
| Purchase of equipment | 61, 469. 25 | 39, 925. 02 | + 21, 544. 23 |
| Purchase of public works | 98, 420. 01 | 175, 176. 82 | — 76, 756. 81 |
| Deterioration of supplies and sales stock | 15, 853. 11 | 0. 00 | + 15, 853. 11 |
| Extraordinary losses | 1, 029. 54 | 0. 00 | + 1, 029. 54 |
| Cash contributions to local governments | 1, 665, 607. 57 | 1, 078, 599. 98 | + 587, 007. 59 |
| Appropriation balances carried forward | 50, 773. 10 | 748, 104. 20 | — 697, 331. 10 |
| Public service appropriation, 1917, Act No. 2672; 1916, Act No. 2540 | 6, 030. 75 | 0. 00 | + 6, 030. 75 |
| Appropriation for barrio schoolhouses, Act No. 2069 | 0. 00 | 241. 84 | — 241. 84 |
| Appropriation for construction of school buildings, Act No. 2583 (Central Luzon Agricultural School) | 0. 00 | 3, 162. 36 | — 3, 162. 36 |
| Appropriation for Primary Schools, non-Christian tribes, Act No. 2531 | 0. 00 | 744, 700. 00 | — 744, 700. 00 |
| Appropriation for improvement of Insular school lands, Act No. 2704 | 5, 550. 43 | 0. 00 | + 5, 550. 43 |
| Appropriation for Muñoz Agricultural School improvement, Act 2704 | 768. 24 | 0. 00 | + 768. 24 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act No. 2704 | 337. 26 | 0. 00 | + 337. 26 |
| Appropriation for Philippine Nautical School site and building, Act No. 2704 | 38, 086. 42 | 0. 00 | + 38, 086. 42 |
| Total conversions and balances | 5, 301, 349. 36 | 5, 484, 020. 46 | — 182, 671. 10 |

No. 25.—Operation statement for 1917—Continued.

EXHIBIT E.—STATEMENT OF CURRENT APPROPRIATION ACCOUNT
ACTS 2672 AND 257.

| | December 31— | | Increase(+). Decrease(—). |
|--|---------------|---------------|------------------------------|
| | 1917 | 1916 | |
| Operation—Income and expense: ^a | | | |
| Expense— | | | |
| Compensation of supervisory, technical, teaching, and clerical employees | P2,504,482.59 | P2,564,719.46 | —P60,236.87 |
| Labor | 44,815.02 | 37,559.66 | + 7,255.36 |
| Travel expense of personnel | 216,741.67 | 242,371.63 | — 25,629.96 |
| Freight and delivery service | 25,552.98 | 22,130.93 | + 3,422.05 |
| Postal, telegraph, telephone, and cable service | 24,373.20 | 22,821.41 | + 1,551.79 |
| Illumination and power service | 6,151.11 | 6,345.19 | — 194.08 |
| Miscellaneous service | 14,773.26 | 14,731.29 | + 41.97 |
| Rental of buildings and grounds | 8,600.00 | 6,645.23 | + 1,954.72 |
| Consumption of supplies and materials | 482,273.56 | 411,195.97 | + 71,077.59 |
| Deterioration of supplies and sales stock | 15,853.11 | | + 15,853.11 |
| Printing and binding reports, documents and publications | 10,330.40 | 18,933.46 | — 8,603.06 |
| Contributions and gratuities | 42,710.68 | 82,255.03 | — 39,544.35 |
| Travel expense of persons not government employees | 4,364.31 | 1,168.46 | + 3,195.85 |
| Maintenance and repairs | 23,028.00 | 11,336.67 | + 11,691.33 |
| Extraordinary losses | 1,029.54 | | + 1,029.54 |
| Total expense of operation | 3,425,079.43 | 3,442,214.44 | — 17,135.01 |
| Income— | | | |
| Industrial department of the Trade School | 2,064.98 | (b) | + 2,064.98 |
| Central Luzon Agricultural School | 114.94 | (b) | + 114.94 |
| Net receipts from sales of supplies— | | | |
| Sales income (P501,906.79) | | | |
| Sales issues, division sales | 243,221.86 | | |
| Sales issues, general sales department | 198,107.33 | | |
| Sales issues, Philippine School of Arts and Trades | 1,464.85 | | |
| Sales issues, storehouse, General Office | 23,257.88 | 35,854.87 | 26,119.67 |
| Liquidation of fixed assets— | | | |
| Liquidation of fixed assets | (78,225.83) | | |
| Receipts from sales of fixed assets | (1,302.06) | | |
| Capital value of fixed assets sold | 1,269.83 | | |
| Fixed assets contributed to local governments | 53,849.63 | | |
| Depreciation and losses of fixed assets | 23,106.37 | 1,302.06 | 1,181.71 |
| Miscellaneous revertible income— | | | |
| Income from rentals | (733.83) | | |
| Service income | (32,943.12) | | |
| Inventory adjustments | (319.89) | | |
| Miscellaneous receipts | (434.15) | 34,430.99 | 16,758.91 |
| Total income from operation | 73,787.84 | 44,060.29 | + 29,727.55 |

^a Income accounts, "Service Transfers" (actual cost of operating the industrial department, Philippine School of Arts and Trades, and subsistence department, Central Luzon Agricultural School) and "Prior Year Credits" are not directly shown on the above statement but have been considered as reductions of expense under the various classifications affected.

^b For 1916, separate income and expense accounts were not kept for industrial department of the Philippine School of Arts and Trades and the subsistence department of the Central Luzon Agricultural School. Net income is included with "Miscellaneous Revertible Income" account below.

No. 25.—*Operation statement for 1917*—Continued

EXHIBIT E.—STATEMENT OF CURRENT APPROPRIATION ACCOUNT

ACTS 2672 AND 257—Continued.

| | December 31— | | Increase (+). Decrease(—). |
|---|--------------|--------------|-------------------------------|
| | 1917 | 1916 | |
| Net expense of operation..... | 3,351,291.59 | 3,398,154.15 | — 46,862.56 |
| Cash contributions to provinces and municipalities..... | 617,745.00 | 614,500.00 | + 3,245.00 |
| Capital expense: | | | |
| Outlays— | | | |
| Watercraft and appurtenances..... | \$284.60 | | |
| Land transportation..... | 4,170.15 | | |
| Industrial machinery and implements..... | 21,997.69 | | |
| Hand tools..... | 1,938.82 | | |
| Furniture and office equipment..... | 27,815.79 | | |
| Industrial and scientific exhibits..... | 1,604.38 | | |
| Technical and scientific equipment..... | 2,845.04 | | |
| Fire fighting equipment..... | 50.40 | | |
| Miscellaneous equipment..... | 782.38 | | |
| | 61,469.25 | 39,925.02 | + 21,544.23 |
| Net expense..... | 4,030,505.84 | 4,062,579.17 | — 22,073.33 |

NOTE.—This operation statement (all exhibits) has to do with Insular school accounts only. The details of provincial and municipal school accounts are reported by the respective provincial and municipal treasurers. Tables 24 and 29 show the total of all school expenditures.

No. 26.—Insular Expenditures.

A table showing, by divisions and for the Islands, the distribution of disbursements for salaries and wages and for incidental expenses made from the Insular appropriation, Bureau of Education, fiscal year 1917, for the period January 1 to December 31, 1917.

| Divisions. | Grand total. | Total salaries. | Total incidentals. | Salaries and wages. | | | | | | | Incidentals. | | | | | | | Aid to local govern- ments. | | Miscella- neous. |
|---|--------------|-----------------|--------------------|-----------------------|-------------------------------|-----------------------|-------------------------------|--|---------------------|---------------------------------------|---------------------------|------------------------|---|---------------------------------|------------|----------------------|------------|--------------------------------|------------|---------------------|
| | | | | American regulars. | American tempora- ries. | Filipino regulars. | Filipino tempora- ries. | Directors, division superin- tendents, and clerks. | Miscella- neous. | Traveling expense of personnel. | Postage and telegrams. | Contingent service. | Consumption of supplies and mate- rials. | Mainte- nance and repair. | Outlays. | Primary instruction. | | | | |
| | | | | | | | | | | | | | | | | Special. | | | | |
| Manila | P189,124.02 | P147,542.54 | P41,581.48 | P86,972.75 | P26,852.01 | P12,170.68 | P14,592.44 | P6,954.66 | | | | | | | P21,457.88 | | P4,023.60 | P16,100.00 | | |
| Agusan | 52,667.34 | 7,454.16 | 45,203.18 | 2,090.67 | | 556.29 | 3,180.54 | 1,506.66 | | | | | | | 846.89 | | | 2,000.00 | | |
| Albay | 93,004.74 | 60,507.57 | 32,497.17 | 34,567.45 | | 14,289.34 | 4,114.62 | 7,523.66 | | | | | | | 13,096.95 | P22.55 | 211.37 | 14,200.00 | P42,000.00 | |
| Antique | 40,634.58 | 25,141.47 | 15,493.11 | 8,385.54 | 1,123.67 | 9,544.88 | 6,726.53 | 4,360.85 | | | | | | | 6,748.80 | 7.62 | 38.44 | 6,475.00 | | |
| Bataan | 24,067.74 | 17,106.30 | 6,961.44 | | | 11,463.54 | 1,928.80 | 3,713.96 | | | | | | | 2,333.35 | | 304.13 | 2,640.00 | | |
| Batanes | 5,825.68 | 3,628.78 | 2,196.90 | | | 875.00 | 2,753.78 | | | | | | | | 1,126.62 | | 15.38 | 830.00 | | |
| Batangas | 92,766.38 | 63,067.28 | 29,699.06 | 26,481.46 | 4,215.59 | 22,340.75 | 2,482.41 | 7,454.33 | 92.74 | | | | | | 10,242.14 | 212.61 | 221.14 | 16,300.00 | | |
| Bohol | 108,066.59 | 62,235.60 | 45,820.99 | 24,608.39 | 1,794.62 | 16,011.51 | 12,842.42 | 7,478.66 | | | | | | | 394.14 | | 442.23 | 24,880.00 | | |
| Bukidnon | 30,451.83 | 4,971.83 | 25,480.00 | | | 27.42 | 3,897.41 | 1,047.00 | | | | | | | 624.73 | | (5.67) | 1,170.00 | 23,000.00 | |
| Hulacan | 99,126.88 | 70,451.70 | 28,675.18 | 26,515.48 | 1,409.69 | 31,714.12 | 2,489.69 | 8,145.40 | 177.32 | | | | | | 269.91 | 17.95 | 631.20 | 12,020.00 | | |
| Cagayan | 73,556.77 | 51,066.79 | 22,489.98 | 26,018.44 | 1,018.98 | 10,205.35 | 8,527.01 | 5,302.01 | | | | | | | 3,329.20 | | (539.04) | 9,185.00 | | |
| Camarines | 82,993.62 | 59,084.96 | 23,908.66 | 32,154.15 | | 12,184.89 | 7,198.61 | 7,502.15 | 45.16 | | | | | | 4,068.51 | | 8,475.69 | 10,695.00 | | |
| Capiz | 123,281.49 | 72,277.41 | 51,004.08 | 34,559.21 | 1,484.29 | 19,780.39 | 9,792.43 | 6,661.09 | | | | | | | 5,663.05 | | 96.14 | 22,078.23 | | |
| Cavite | 74,589.79 | 52,347.45 | 22,242.34 | 21,458.02 | 2,226.46 | 20,618.78 | 1,938.56 | 6,075.63 | | | | | | | 2,156.51 | | 9,222.67 | 9,090.00 | | |
| Cebu | 157,774.32 | 103,219.56 | 54,554.76 | 52,568.36 | 2,949.87 | 20,874.53 | 17,132.61 | 9,564.34 | 129.85 | | | | | | 5,733.31 | | 23,896.84 | 25,205.00 | | |
| Ilocos Norte | 86,520.22 | 55,674.39 | 30,845.83 | 24,526.14 | 2,777.94 | 18,587.22 | 3,262.93 | 6,478.66 | 41.50 | | | | | | 3,031.65 | | 13,151.82 | 12,445.00 | | |
| Ilocos Sur | 132,748.35 | 90,945.43 | 41,802.92 | 37,311.33 | 3,401.15 | 34,364.49 | 7,966.63 | 7,901.83 | | | | 120.00 | | | 4,339.39 | | (1,412.46) | 18,870.00 | 4,000.00 | |
| Iloilo | 143,392.48 | 93,080.45 | 50,312.03 | 45,096.57 | 3,472.75 | 21,364.36 | 13,770.31 | 9,298.30 | 78.16 | | | | | | 5,103.10 | 20.00 | 18,966.37 | 25,610.00 | | |
| Isabela | 42,676.79 | 30,527.87 | 12,149.42 | 14,897.73 | | 3,916.38 | 6,680.59 | 5,032.67 | | | | | | | 2,417.67 | | 22.50 | 5,005.00 | | |
| Laguna | 73,948.16 | 51,779.70 | 22,168.46 | 26,310.18 | | 16,170.00 | 2,598.23 | 6,701.29 | | | | | | | 1,850.37 | | 8,262.73 | 12,360.00 | | |
| Leyte | 136,062.27 | 93,126.67 | 42,935.60 | 49,116.29 | 6,196.41 | 18,792.84 | 10,873.78 | 8,145.85 | 1.50 | | | | | | 5,403.91 | | 17,070.72 | 19,720.00 | | |
| Mindoro | 82,523.37 | 16,140.70 | 16,382.67 | | | 6,926.37 | 5,941.33 | 3,273.00 | | | | | | | 2,606.31 | | 157.18 | 200.00 | 8,700.00 | |
| Misamis | 43,361.69 | 30,332.44 | 13,029.25 | 12,861.37 | 544.09 | 2,863.64 | 8,553.00 | 5,520.34 | | | | | | | 2,288.82 | | 3,908.77 | 6,460.00 | | |
| Mountain | 132,675.02 | 43,103.56 | 89,571.46 | 23,033.97 | 4,540.56 | 5,187.35 | 734.15 | 9,584.67 | 22.86 | | | | | | 6,199.17 | | 333.79 | 600.00 | 70,000.00 | |
| Nueva Ecija | 89,639.08 | 64,340.66 | 25,298.42 | 30,662.14 | 616.67 | 18,926.31 | 6,431.46 | 7,704.08 | | | | | | | 2,753.00 | | 227.65 | 9,250.00 | 2,500.00 | |
| Nueva Vizcaya | 56,518.96 | 29,198.64 | 27,820.32 | 14,706.59 | | 6,648.53 | 3,247.08 | 5,596.44 | | | | | | | 2,665.28 | | 161.26 | 200.00 | 19,500.00 | |
| Occidental Negros | 100,446.60 | 66,784.30 | 33,662.30 | 31,609.50 | | 17,824.61 | 10,004.08 | 7,226.11 | 120.00 | | | | | | 4,142.91 | | 14,575.44 | 14,080.00 | | |
| Oriental Negros | 71,209.31 | 44,664.00 | 26,545.31 | 18,820.13 | 593.55 | 10,586.69 | 9,046.30 | 5,617.33 | | | | | | | 4,241.17 | | 8,306.38 | 13,580.00 | | |
| Palawan | 44,677.55 | 28,768.37 | 15,909.18 | 10,145.88 | | 7,865.87 | 6,048.28 | 4,708.34 | | | | | | | 1,904.68 | | 3,616.82 | 200.00 | 10,000.00 | |
| Pampanga | 84,929.71 | 62,489.60 | 22,440.11 | 23,794.22 | 2,728.18 | 24,077.34 | 4,691.20 | 6,988.66 | 210.00 | | | | | | 2,673.82 | | 208.64 | 11,250.00 | | |
| Pangasinan | 164,968.38 | 116,973.02 | 47,995.36 | 53,390.61 | 2,944.40 | 40,069.74 | 11,094.77 | 9,235.50 | 238.00 | | | | | | 5,015.71 | | 691.02 | 32,580.00 | | |
| Rizal | 75,780.73 | 50,356.57 | 26,424.16 | 20,762.94 | | 18,764.92 | 5,079.31 | 5,663.40 | 96.00 | | | | | | 1,707.31 | | 140.35 | 11,325.00 | | |
| Samar | 85,729.64 | 59,109.72 | 26,619.92 | 27,589.91 | 1,995.37 | 10,627.68 | 12,951.19 | 5,945.67 | | | | | | | 5,148.75 | | 539.01 | 12,325.00 | | |
| Sorsogon | 65,157.27 | 45,064.46 | 20,092.81 | 23,393.16 | 469.89 | 5,095.58 | 9,792.02 | 6,313.81 | | | | | | | 3,973.26 | | 411.16 | 8,625.00 | | |
| Surigao | 41,113.43 | 30,120.51 | 10,992.92 | 18,474.99 | | 5,644.64 | 6,236.55 | 4,764.33 | | | | | | | 2,657.73 | | 259.96 | 4,885.00 | | |
| Tarlac | 64,426.53 | 44,006.66 | 20,419.87 | 16,426.65 | 3,531.43 | 16,460.05 | 2,004.92 | 5,583.61 | | | | | | | 345.25 | | 6,427.80 | 10,535.00 | | |
| Tayabas | 97,230.95 | 62,731.71 | 34,499.24 | 25,402.97 | 1,499.11 | 20,756.06 | 8,225.10 | 6,515.47 | 333.00 | | | | | | 4,163.98 | | 606.14 | 14,390.00 | | |
| Union | 78,982.63 | 54,844.27 | 24,138.36 | 26,687.43 | 320.00 | 18,936.68 | 2,252.03 | 6,588.13 | 60.00 | | | | | | 2,515.63 | | 268.01 | 13,350.00 | | |
| Zambales | 46,865.99 | 34,857.46 | 12,008.53 | 12,790.25 | 1,474.01 | 13,522.26 | 2,282.91 | 4,788.03 | | | | | | | 2,463.59 | | 246.28 | 30.75 | | |
| General Office | 380,964.45 | 196,687.65 | 134,266.80 | 28,614.90 | 5,007.25 | 2,559.25 | 19,083.26 | 122,197.24 | 19,225.75 | | | 8,258.14 | 12,057.32 | | 75,586.44 | 5,119.47 | 11,861.36 | | P21,384.07 | |
| Insular School: | | | | | | | | | | | | | | | | | | | | |
| Philippine School of Commerce | 11,158.48 | 6,954.10 | 4,204.38 | | | | | | | | | | | | 61.29 | 3.00 | | | 4,125.09 | |
| School for the Deaf and Blind | 8,426.26 | 1,194.00 | 7,232.26 | | | | | | | | | | | | 5,975.56 | 563.75 | | | 385.61 | |
| Philippine Normal School | 129,912.29 | 114,947.24 | 14,965.05 | 75,637.74 | 4,319.61 | 13,556.80 | 6,107.10 | 8,464.36 | | | | | | | 6,989.49 | 5,244.04 | 1,436.47 | | 1,150.95 | |
| Philippine School of Arts and Trades | 85,728.81 | 52,227.71 | 34,501.10 | 26,323.35 | 6,338.29 | 4,836.39 | 9,099.70 | 3,085.49 | | | | | | | 94.11 | 374.13 | 16,869.79 | | 864.69 | |
| Central Luzon Agricultural School | 26,122.54 | 4,058.92 | 22,063.62 | | | | | | | | | | | | 8,971.76 | 1,224.66 | 11,062.48 | | | |
| Allotments, undistributed: | | | | | | | | | | | | | | | | | | | | |
| At large | 72,683.93 | 18,948.97 | 53,684.96 | 12,360.56 | | 432.49 | 65.00 | 6,090.92 | | | | | | | 278.27 | | | | | |
| Teachers' Assembly | 55,364.09 | 7,800.93 | 27,563.16 | | | | | | | | | | | | 11,056.87 | 4,965.64 | 8,766.08 | | 1,610.46 | |
| General Sales Department incidentals | 5,323.33 | 1,780.28 | 3,593.05 | | | | | | | | | | | | 946.79 | 58.57 | 1,424.74 | | 758.26 | |
| Lanao | 45,279.43 | 45,279.43 | | | | | 344.32 | | | | | | | | | | | | | |
| Accrued leave | 45,279.43 | | | | | | | | | | | | | | | | | | | |
| Travel to and from Philippine Islands | 38,928.12 | | 38,928.12 | | | | | | | | | | | | | | | | 38,928.12 | |
| Provincial freight | 20,648.63 | | 20,648.63 | | | | | | | | | | | | | | | | 20,648.63 | |
| Industrial exhibit, Philippine Carnival | 5,000.00 | | 5,000.00 | | | | | | | | | | | | | | | | 5,000.00 | |
| Government students in United States | 3,683.70 | | 3,683.70 | | | | | | | | | | | | | | | | | |

| | |
|--|--------------|
| Less miscellaneous receipts: | |
| Net receipts from sales of supplies..... | (P35,854.87) |
| Receipts from sales of fixed assets..... | (1,802.06) |
| Miscellaneous revertible income— | |
| Income from rentals..... | (P783.88) |
| Service income..... | (82,948.12) |
| Inventory adjustments..... | (819.89) |
| Miscellaneous receipts..... | (434.15) |
| | (34,430.99) |
| Total net expenditures..... | 4,030,505.84 |

| | |
|---|---------------|
| Bureau of Education, fiscal year 1917, Act No. 2672, general appropriation..... | P4,100,020.00 |
| Appropriation, Act No. 357, by journal voucher No. 154576-765, deterioration of supplies and sales stock..... | 10,804.43 |
| Balance, outlays forwarded to fiscal year 1918..... | 6,080.75 |
| Net income automatically reverted to the Insular Treasury..... | 73,787.84 |
| Total expenditures as shown..... | 4,030,505.84 |

No. 27.—Summary of property transactions and statement of sales during the fiscal year, January 1 to December 31, 1917.

| Divisions. | Property transactions. | | | | | Statement of sales (primary texts, etc.). |
|--|--------------------------|--------------------|-------------------|-------------------|---------------------|---|
| | On hand January 1, 1917. | Issued. | Expended. | Sold. | On hand. | |
| Equipment: | | | | | | |
| City Schools | P23,995.98 | P3,992.75 | P1,237.00 | | P26,751.73 | P25,903.08 |
| Agusan | 8,198.15 | | 8,197.25 | | .90 | 448.55 |
| Albay | 1,087.84 | 211.87 | 363.07 | | 986.14 | 5,170.33 |
| Antique | 629.49 | 88.44 | 167.38 | | 500.55 | 4,513.33 |
| Bataan | 46.84 | 304.13 | 28.84 | | 322.18 | 2,363.49 |
| Batanes | 180.11 | 15.38 | 173.40 | | 22.09 | |
| Batangas | 427.58 | 221.14 | 467.46 | | 181.26 | 5,517.97 |
| Bohol | 1,817.39 | 442.23 | 277.41 | | 1,962.21 | 8,774.62 |
| Bukidnon | 7,002.95 | (5.67) | 6,982.77 | | 14.51 | 114.96 |
| Bulacan | 1,825.74 | 631.20 | 303.17 | | 2,153.77 | 9,290.09 |
| Cagayan | 850.93 | (539.04) | 240.17 | | 71.72 | 5,616.92 |
| Camarines | 425.64 | 92.25 | 306.90 | | 200.31 | 6,962.41 |
| Capiz | 5,568.11 | 292.05 | 5,090.92 | P7.68 | 769.24 | 8,123.76 |
| Cavite | 1,104.83 | 1,523.67 | 104.83 | | 1,523.67 | 4,031.59 |
| Cebu | 3,965.51 | (1,097.77) | 274.12 | 924.63 | 1,968.99 | 13,653.08 |
| Ilocos Norte | 933.70 | 2,063.12 | 476.19 | | 2,510.63 | 9,524.84 |
| Ilocos Sur | 9,915.97 | (1,412.46) | 7,329.55 | | 1,173.96 | 12,228.71 |
| Iloilo | 1,136.50 | 288.55 | 293.77 | | 1,131.28 | 16,198.77 |
| Isabela | 343.93 | 70.31 | 68.72 | 5.32 | 340.20 | 4,975.10 |
| Laguna | 1,428.58 | (483.94) | 912.60 | 2.38 | 130.26 | 9,272.88 |
| Leyte | 3,588.20 | 68.50 | 752.39 | 4.75 | 2,899.56 | 11,476.32 |
| Mindoro | 145.44 | 15.38 | 133.44 | | 27.88 | 1,830.10 |
| Misamis | 1,350.90 | 23.06 | 940.08 | 30 | 438.58 | 3,950.99 |
| Mountain | 110.98 | 1,220.26 | 741.08 | | 590.16 | 1,408.86 |
| Nueva Ecija | 3,242.34 | 227.27 | 462.75 | 14.52 | 2,992.34 | 4,509.06 |
| Nueva Vizcaya | 961.83 | 2,090.64 | 2,577.20 | 18.89 | 456.88 | 1,851.53 |
| Occidental Negros | 2,885.05 | 225.15 | 188.80 | | 2,921.40 | 9,285.76 |
| Oriental Negros | 1,773.26 | (483.99) | 607.23 | | 652.04 | 5,132.49 |
| Palawan | 158.13 | 30.75 | 10.83 | | 178.05 | 2,748.11 |
| Pampanga | 2,636.55 | 266.32 | 430.24 | 4.75 | 2,467.98 | 6,524.88 |
| Pangasinan | 8,267.06 | (1,808.09) | 4,824.31 | | 1,634.66 | 15,114.10 |
| Rizal | 325.47 | 524.65 | 278.57 | | 571.55 | 6,406.62 |
| Romblon | | 124.87 | | | 124.87 | |
| Samar | 4,637.92 | 38.44 | 4,637.92 | 7.68 | 30.76 | 4,000.88 |
| Sorsogon | 1,256.79 | 86.38 | 463.76 | 555.40 | 314.01 | 5,832.02 |
| Surigao | 39.53 | 38.44 | 47.21 | | 30.76 | 1,945.15 |
| Tarlac | 4,847.08 | 313.84 | 4,756.67 | | 404.25 | 7,907.21 |
| Tayabas | 1,918.96 | 231.29 | 113.51 | | 2,086.74 | 9,412.65 |
| Union | 771.10 | 115.31 | 178.63 | | 707.78 | 8,513.24 |
| Zambales | 468.10 | 30.75 | 256.10 | 14.00 | 223.75 | 2,134.96 |
| Normal School | 49,479.66 | 1,436.47 | 1.00 | 17.80 | 50,897.83 | 7,962.53 |
| Trade School | 83,055.49 | 16,681.15 | 1,521.70 | 1,824.64 | 95,890.90 | 8,134.71 |
| General Office | 89,819.43 | 11,861.36 | 623.29 | 3,688.92 | 97,368.58 | 28,235.61 |
| Teachers' Assembly | 56,223.72 | 8,766.03 | 2,427.73 | 6.65 | 62,555.37 | 102.88 |
| Central Luzon Agri-cultural School | | | | | | |
| Household Industries | 55,756.16 | 11,062.48 | 5,701.51 | 35.71 | 61,081.42 | 1,980.25 |
| Industrial Museum | | | | | | 1.40 |
| Buildings, School of Arts and Trades | 9,320.00 | 1,424.74 | 259.35 | 19.16 | 10,466.23 | .78 |
| General Sales Department | 41,990.27 | | 560.27 | | 41,430.00 | |
| Total equipment | 494,915.29 | 61,249.76 | 66,694.09 | 7,163.18 | 482,307.78 | 501,906.79 |
| Lands | 619,283.68 | (10,305.80) | | | 608,977.88 | |
| Buildings and improvements | 1,407,415.00 | 198,152.37 | | | 1,605,567.37 | |
| Irrigation head-control, canals and laterals | | 19,662.74 | | | 19,662.74 | |
| Water supply head-control, reservoirs, pumping stations, and conduits | 4,966.24 | | | | 4,966.24 | |
| Consumable supplies | 1,640,750.74 | 570,524.42 | 195,676.88 | 259,074.97 | 1,756,523.31 | |
| Grand total | 4,167,230.95 | 839,283.49 | 262,370.97 | 266,238.15 | 4,477,905.32 | 501,906.79 |

No. 28.—*Insular, provincial, and municipal expenditures for education during the period 1912 to 1916.*

| | Insular. | | Provincial. | Municipal. | Total. |
|-----------------|---------------------------------|---------------|--------------|---------------|---------------|
| | Instruction and administration. | Public works. | | | |
| 1912 | P8,906,455.96 | P848,066.39 | P277,272.43 | P2,211,091.36 | P6,742,886.13 |
| 1913 | 3,991,034.73 | 479,836.22 | 386,421.10 | 2,455,660.18 | 7,312,952.23 |
| 1913 (6 months) | 2,391,688.41 | 401,185.16 | | | 2,792,873.57 |
| 1914 | 4,080,055.98 | 509,678.01 | 472,538.29 | 2,303,304.34 | 7,365,576.62 |
| 1915 | 4,174,106.54 | 731,189.62 | 443,166.96 | 2,164,813.69 | 7,513,276.81 |
| 1916 | 4,323,719.10 | 383,996.88 | 463,843.76 | 2,394,787.79 | 7,566,347.53 |
| | 22,867,060.71 | 2,853,952.28 | 2,043,242.54 | 11,529,657.36 | 39,293,912.89 |

NOTE.—The data for Insular expenditures are shown for 5½ years due to the change in the fiscal year in 1913; while for provincial and municipal expenditures data for 5 years only are shown.

No. 29.—*Insular, provincial, and municipal expenditures by provinces.*

The following is a table consolidating the provincial and municipal expenditures for salaries, wages, and contingent expense for school purposes during the fiscal year, January 1 to December 31, 1916, and the Insular expenditures during the fiscal year, January 1 to December 31, 1917.

| Provinces. | Insular. | Provincial. | Municipal. | Total (1917). | Total (1916). |
|---------------------------------------|--------------|-------------|--------------|---------------|---------------|
| <i>Regularly organized provinces:</i> | | | | | |
| Manila | P189,124.02 | | P498,304.01 | P687,428.03 | P586,983.91 |
| Albay | 93,004.74 | P5,164.39 | 101,590.69 | 199,759.72 | 202,841.61 |
| Antique | 40,634.58 | 23,116.60 | 31,696.81 | 95,447.99 | 78,718.03 |
| Bataan | 24,067.74 | 2,471.48 | 16,421.85 | 42,961.07 | 42,141.60 |
| Batangas | 92,766.33 | 4,017.85 | 106,828.51 | 203,612.69 | 198,909.94 |
| Bohol | 108,056.69 | 24,311.97 | 99,896.98 | 232,264.54 | 238,260.63 |
| Bulacan | 99,126.88 | 4,950.71 | 80,688.90 | 192,766.49 | 187,828.00 |
| Cagayan | 73,556.77 | 2,196.26 | 53,344.62 | 129,097.65 | 114,584.50 |
| Camarines | 82,993.62 | 19,279.93 | 60,803.18 | 163,076.73 | 160,475.63 |
| Capiz | 123,281.49 | 5,853.14 | 70,868.96 | 200,003.59 | 170,122.63 |
| Cavite | 74,589.79 | 2,102.86 | 54,857.99 | 131,550.64 | 137,922.11 |
| Cebu | 157,774.32 | 4,947.70 | 142,731.74 | 305,453.76 | 368,719.39 |
| Ilocos Norte | 86,520.22 | 2,218.86 | 56,351.71 | 145,090.79 | 134,966.80 |
| Ilocos Sur | 132,748.35 | 8,590.51 | 79,685.38 | 221,024.24 | 208,918.94 |
| Iloilo | 243,392.48 | 4,251.99 | 155,078.04 | 302,722.51 | 281,560.20 |
| Isabela | 42,676.79 | 10,907.49 | 24,050.49 | 77,634.77 | 65,749.63 |
| Laguna | 73,948.16 | 3,128.52 | 84,187.87 | 161,264.55 | 157,843.23 |
| Leyte | 136,062.27 | 12,439.60 | 119,301.16 | 267,803.03 | 256,246.11 |
| Misamis | 43,361.69 | 2,442.89 | 43,690.03 | 89,494.61 | 92,593.72 |
| Nueva Ecija | 89,639.08 | 6,902.66 | 54,688.09 | 151,229.83 | 139,463.70 |
| Occidental Negros | 100,446.60 | 7,197.45 | 117,574.73 | 225,218.78 | 229,481.73 |
| Oriental Negros | 71,209.31 | 6,995.32 | 50,500.45 | 128,705.08 | 137,242.39 |
| Pampanga | 84,929.71 | 4,623.75 | 76,829.42 | 166,382.88 | 190,067.66 |
| Pangasinan | 164,968.38 | 23,328.52 | 131,931.69 | 320,228.59 | 323,928.25 |
| Rizal | 75,780.73 | 19,577.63 | 74,235.43 | 169,593.69 | 218,367.35 |
| Samar | 85,729.64 | 47,655.62 | 58,156.33 | 191,540.49 | 158,047.11 |
| Sorsogon | 65,157.27 | 519.13 | 60,754.45 | 126,430.85 | 126,617.13 |
| Surigao | 41,113.43 | 2,141.38 | 26,538.75 | 69,793.56 | 72,518.17 |
| Tarlac | 64,426.53 | 1,688.21 | 42,942.29 | 109,057.03 | 104,130.40 |
| Tayabas | 97,230.95 | 7,517.87 | 115,585.18 | 220,334.00 | 199,339.08 |
| Union | 78,982.63 | 2,128.48 | 56,792.65 | 137,903.76 | 131,404.91 |
| Zambales | 46,865.99 | 2,729.28 | 30,376.19 | 79,971.46 | 74,507.87 |
| Total, regularly organized provinces | 2,884,167.08 | 275,397.85 | 2,785,282.47 | 5,944,847.40 | 5,790,482.36 |

No. 29.—*Insular, provincial, and municipal expenditures by provinces—Ctd.*

| Provinces. | Insular. | Provincial. | Municipal. | Total (1917). | Total (1916). |
|---|---------------------|-------------------|---------------------|---------------------|---------------------|
| <i>Provinces not regularly organized:</i> | | | | | |
| Agusan..... | 52,657.34 | 6,130.37 | 6,758.17 | 65,545.88 | 53,579.44 |
| Batanes..... | 5,825.68 | 697.76 | 2,898.25 | 9,421.69 | 35,798.84 |
| Bukidnon..... | 30,451.83 | 5,426.28 | 2,107.10 | 37,985.21 | 10,243.87 |
| Mindoro..... | 32,523.37 | 1,135.79 | 20,392.31 | 54,051.47 | 60,044.43 |
| Mountain..... | 132,675.02 | 62,834.31 | 25,635.49 | 221,144.82 | 219,945.68 |
| Nueva Vizcaya..... | 56,518.96 | 22,683.34 | 5,208.89 | 84,408.19 | 88,319.23 |
| Palawan..... | 44,677.56 | 1,355.05 | 11,161.03 | 57,193.63 | 57,061.32 |
| General Office..... | 330,954.45 | | | 330,954.45 | 310,222.35 |
| Insular schools..... | 262,348.38 | | | 262,348.38 | 294,202.96 |
| Industrial department (Philippine School of Arts and Trades)..... | (2,084.98) | | | (2,084.98) | |
| Subsistence department (Central Luzon Agricultural School)..... | (114.94) | | | (114.94) | |
| Allotments, undistributed (See table No. 26)..... | 271,494.02 | | | 271,494.02 | 337,090.94 |
| Sales income and revertible receipts..... | (71,587.92) | | | (71,587.92) | (297,071.08) |
| Total, provinces not regularly organized | 1,146,338.76 | 100,262.90 | 74,146.24 | 1,320,747.90 | 1,169,412.96 |
| Total, all provinces except Moro Province | 4,030,505.84 | 375,660.75 | 2,859,428.71 | 7,265,595.30 | 6,969,896.32 |
| Plus insular aid, friar land estates..... | 25,000.00 | | | 25,000.00 | (*) |
| Plus insular aid, non-Christian schools..... | 471,000.00 | | | 471,000.00 | 20,300.00 |
| Plus permanent improvements..... | 376,582.58 | | | 376,582.58 | 383,996.88 |
| Insular aid to municipalities and provinces..... | | (120,500.00) | (514,300.00) | (634,800.00) | (554,400.00) |
| Net expenditures except Moro Province | 4,903,088.42 | 255,160.75 | 2,345,128.71 | 7,503,377.88 | 6,809,792.20 |
| <i>Provinces formerly included in Moro Province:</i> | | | | | |
| Department of Mindanao and Sulu..... | | 422,673.35 | | 422,673.35 | 38,678.57 |
| Sulu..... | | 15,678.74 | 8,297.91 | 23,976.65 | 40,585.52 |
| Cotabato..... | | 6,373.91 | 5,080.67 | 11,454.58 | 39,401.35 |
| Davao..... | | | 7,422.16 | 7,422.16 | 57,549.37 |
| Lanao..... | | | 9,928.74 | 9,928.74 | 88,782.28 |
| Zamboanga..... | | (1,042.99) | 18,949.60 | 17,906.61 | 55,912.36 |
| Plus insular aid, non-Christian schools..... | 273,700.00 | | | 273,700.00 | 235,000.00 |
| Insular aid, non-Christian schools..... | | (235,000.00) | | (235,000.00) | |
| Total, Moro Province | 273,700.00 | 208,683.01 | 49,659.08 | 532,042.09 | 506,904.43 |
| Net expenditures including Moro Province | 5,176,788.42 | 463,843.76 | 2,894,787.79 | 8,035,419.97 | 7,815,696.63 |

* P24,000 was distributed by provinces.

NOTE.—In addition:

| | | |
|--|---------------------|---------------------|
| Voluntary contributions (regular and special provinces)..... | P472,715.41 | P349,743.19 |
| Voluntary contributions (Moro Province)..... | 6,087.20 | 2,120.00 |
| | 8,514,222.58 | 7,667,559.82 |

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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

NINETEENTH ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION

JANUARY 1, 1918, TO DECEMBER 31, 1918



MANILA
BUREAU OF PRINTING
1919

163684



Working for the Red Cross. Volunteer workers preparing bandages at the Philippine Normal School. During 1918, 16,500 bandages and 12,600 garments for refugee children were made by pupils in the public schools.

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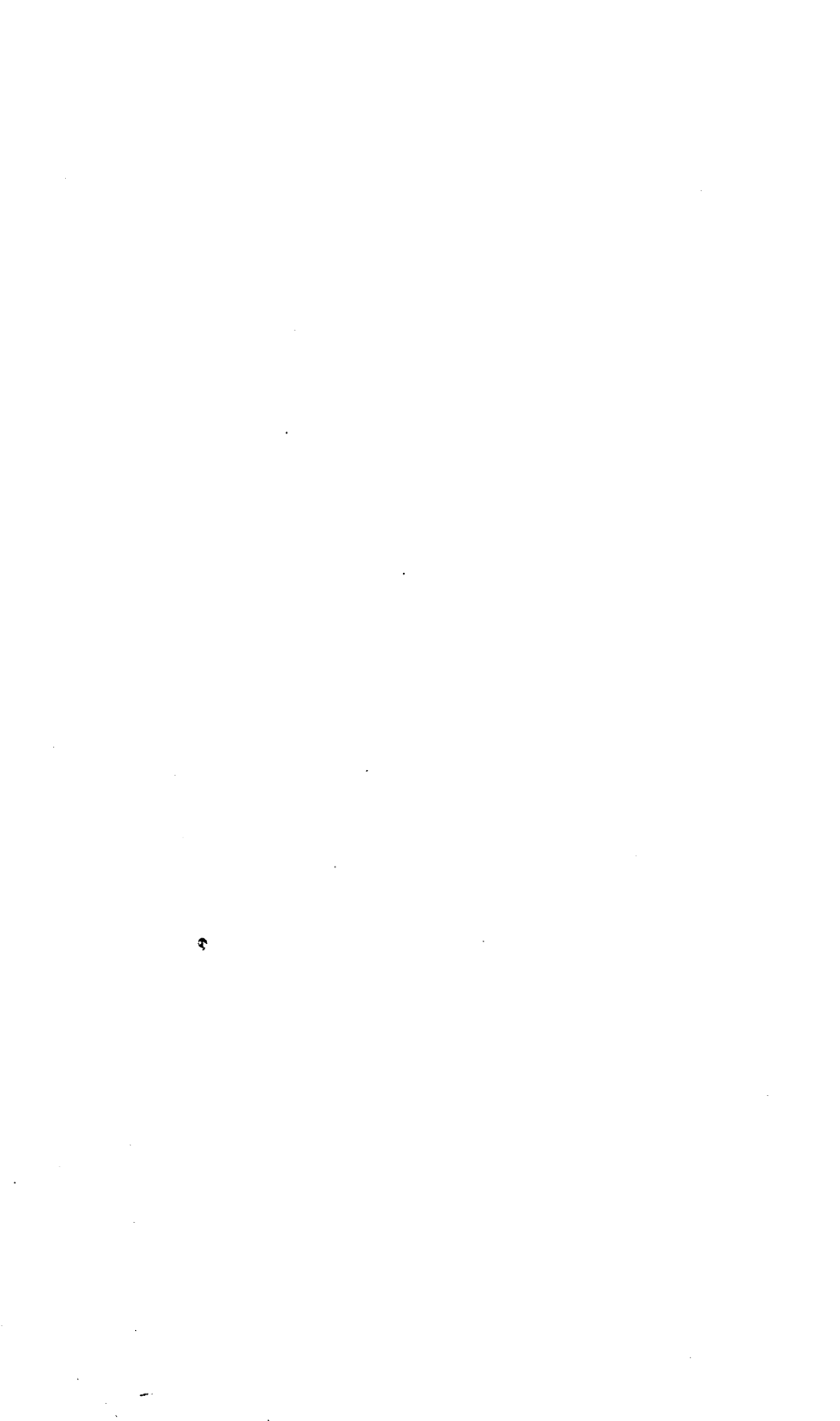


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NINETEENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

MANILA, February 21, 1919

The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: I have the honor to forward herewith the Nineteenth Annual Report of the Director of Education which covers the calendar year 1918.

GENERAL STATEMENT

The Director of Education returned January 5, 1918, from a visit to the United States. The Assistant Director left for the United States January 31, 1918, and returned September 20, 1918. The Second Assistant Director is now in the United States, having left Manila September 3, 1918.

While in the United States, the Assistant Director selected 66 American teachers to fill the vacancies caused by the entrance of many of the men into active war service and the vacancies caused by the usual resignations and returns to the United States. Since nearly all of the young men in the United States were engaged in the prosecution of the war, the new teachers, with a few exceptions, were trained women teachers of high-school experience.

During 1918, the Director visited all the provinces, except Abra, Tayabas, and Zambales. Many subprovinces were included in the list of visits and the total distance traveled was approximately 7,446 kilometers by steamer or by launch, 2,450 kilometers by automobile, and 400 kilometers on horseback. Ten division normal institutes were visited, and the Director made use of the opportunity at each institute to address the municipal teachers on the Red Cross work of the year. In this way the importance of Red Cross work and the place which it was expected to assume in the school work of the year was impressed upon the minds of more than 3,000 teachers.

With the exception of the period from 1901 to 1903 when the problems attendant upon the organization of the Bureau were being overcome, there has been no time in the history of the Bureau so fraught with difficulties and so full of achievements as was the last year. At the beginning of this report it is desired to marshal in quick review a few of the most characteristic conditions and a few of the most formative events of the year.

At times during the year the strength of the American teaching force was seriously threatened. The enlistments in the federal forces and in the Philippine Guard, the inroads on the teaching force by commercial firms which were in great need of men and which were able to offer higher remuneration, the taking up of Red Cross, Y. M. C. A., and other war work by Bureau employees, and the large number of deaths were all serious factors in reducing the number of American teachers. A crisis was narrowly averted by the employment of women teachers from the United States, by a general increase in the salaries of Insular teachers, and by the return before the end of the year of most of the teachers who entered the Philippine Guard. Present indications point to fewer losses of American teachers during 1919 than during any other year in the history of the Bureau.

The number of Filipinos who qualified in the Teachers' examination in June, 1918, was 78 as compared with 25 who qualified in June, 1917, and with 4 who qualified in June, 1916. The number of junior-teacher eligibles obtained during the last three years was 196 in 1918; 194 in 1917; and 128 in 1916.

In 1918 the financial condition of municipal teachers reached a critical state because of the high cost of living. Salaries which before had barely sufficed to furnish the minimum essentials of a livelihood failed in 1918 to do even that much. The increase in the amount of funds allotted in the regular Bureau of Education appropriation will make it possible in 1919 to grant an Insular aid of ₱3 a month to each teacher receiving less than ₱25 a month and an aid of ₱2 a month to each teacher receiving ₱25 or more a month and will make it possible to provide similar additional aids in 1920 and in 1921. These increases added to similar increases from municipal funds will have a decidedly beneficial effect on the economic welfare of teachers and a corresponding effect on the stability of the municipal teaching force.

The influenza epidemic caused a serious break in the year's work. Two American teachers, 6 Filipino Insular teachers, 3 Insular clerks, and 241 municipal teachers died of it. The

**The Influenza
Epidemic**

number of school children who died of the influenza was small (about 1 per cent of those attacked). Hundreds of schools, however, had to be closed for periods of from two to four weeks, and it will require strenuous efforts on the part of pupils and of teachers to make up the time lost. A heroic feature of the epidemic was the highly commendable nature of the services rendered by hundreds of teachers who distributed medicines, who nursed the stricken, and who gave wholesome advice to the people of their neighborhoods.¹

The allotment in 1917 of ₱150,000 to Cebu and of ₱150,000 to Laoag for the erection of the first buildings in the proposed chain of normal schools, and the appropriation in 1918 of ₱400,000 for additions to these two normals

New Normals

schools and for the starting of two more, mark the beginning of a program of extension of normal-school instruction that will be followed until every region of the Philippines will have a well-equipped institution for the training of teachers.

The opening of a new agricultural school in each of the provinces of Pampanga, Samar, and Camarines, the securing of funds for the opening of a similar school next year in each of the provinces of Leyte, Union, and Batangas,

**New Farm
Schools**

and the securing of funds for the development of farm schools already established, mark distinct advances toward the Bureau's ideal of a farm school of the Central Luzon Agricultural School type in every province. Progress along this line has been slow because of the lack of funds.

¹ "The teachers who were not sick volunteered for sanitary service. More than two hundred teachers did sanitary work during this period.

"On receipt of instructions and of medicines from the district health officer the towns were divided into districts and a group of teachers was assigned to each. The teachers not only distributed medicine, but gave instructions that would tend to stop the spread of the disease and that would minimize the number of relapses. Simple medical treatments were given in accordance with the instructions of the doctor. Many of the teachers staid in the barrios to which they were assigned and worked day and night. Some of them, when they could find no one to care for the sick, attended the patients themselves.

"The teachers served without additional pay. Some of those who went to distant barrios were given one peso a day to pay for their meals."—Superintendent of schools, Batangas.

and because of the lack of a trained teaching force. Funds are now being provided, and the appointment of twenty teacher pensionados to the Central Luzon Agricultural School next year will help solve the difficulty of securing the necessary teaching personnel.

The opening of a commercial course in the Iloilo High School, the establishment of domestic-science courses in ten provincial high schools, and the plan of developing an agricultural high school in each of the provinces of Mindoro, Nueva Vizcaya, and Isabela were signal advances in making high-school courses more vocational. This movement started in 1916 when normal courses were introduced into six provincial high schools and it will be continued as rapidly as the growth of the high schools warrants diversification in curricula.

The Red Cross stands for service and the public schools have attempted to spread abroad this ideal. The success of the endeavor may be judged from the results; namely, the enrolment of all public-school teachers in the Red Cross, the enrolment of more than one third of all public-school pupils in the Junior Red Cross, the collection of more than ₱100,000 for the Red Cross by pupils and teachers, and the making of thousands of garments for refugee children and of large quantities of hospital supplies by the girls in domestic-science classes. The broadening of vision and the development of patriotism engendered by whole-hearted participation in Red Cross work tended to give public-school work a far richer content than it ever had before.

LEGISLATION

The most important and the most far-reaching event of last year was the passage of Act No. 2782 which provides for the spending of ₱30,000,000 during the next five years (in addition to regular appropriations) for school purposes. A copy of Act 2782 is found on page 99. The passage of this bill means that all municipal teachers will receive an increase of at least 30 per cent of their present salaries before the end of the five-year period and that free elementary instruction will be placed within the reach of every child of school age in the Islands. It also means the complete abolition of intermediate tuition, which was cheerfully paid when the condition of the Treasury seemed not to warrant the Legislature in providing for the extension of intermediate schools at public expense and when the Director



Girls at the Philippine Normal School working on Red Cross supplies for soldiers in Siberia.



Class of primary girls working on Red Cross bandages.



Sixth-grade girls working on garments for the refugee children of Belgium and of France.
Philippine Normal School.



The cooking club of Jagna Intermediate School in Bohol.

of Education refused to permit their extension at the expense of primary instruction. Since the enormous increase in governmental revenues, the collection of intermediate tuition has been thought an undemocratic burden and the abolition of this practice comes as a welcome relief to heavily burdened parents.

The passage of this act is an expression of the greatest confidence in the work of American and of Filipino teachers.

Compliment to Teachers Nothing else could be more indicative of the fixed intention of the Filipino people to the future political and economic development of their country to the public schools.

For several years the Bureau of Education has recommended the passage of legislation which would augment the funds available for school purposes and has suggested as means either an increase in the cedula tax or an increase in the land tax or a redistribution of internal revenues.

Requests for Legislation As an optional substitute for such legislation, the Director in 1918 requested the Philippine Cabinet to recommend an appropriation of ₱3,000,000 for the extension of primary schools, ₱700,000 for increases in the salaries of municipal teachers, and of ₱625,000 to complete the abolition of the collection of tuition in intermediate schools, the abolition of tuition having been started by an appropriation in 1917 of ₱500,000 for that purpose.

Requests for Appropriations These last requests were made in order that the Legislature might be cognizant of the needs of the Bureau of Education and might act in accordance with its best judgment as to the most practical method of increasing the school fund. The requests were approved by the Secretary of Public Instruction and were presented to the Cabinet. The matter was discussed at several meetings of the Cabinet and was finally referred to a special committee consisting of the Governor-General, the Vice-Governor, the Speaker of the House, the President of the Senate, and the Director of Education.

Because of the large surplus in the treasury and because of the already substantial yield of public revenue, it was decided that there was no need to increase current taxation. The committee then recommended that an additional amount of ₱1,500,000 for the extension of elementary schools be placed in the Bureau appropriation for 1919. In connection with the Director's request for ₱700,000 for the purpose of increasing the salaries of municipal teachers and for ₱625,000 for the total abolition of in-

Action of Committee

intermediate tuition it was decided more advisable to provide for a permanent salary increase and for the permanent abolition of intermediate tuition by legislation extending over a period of five or six years than to make them temporary matters dependent on annual appropriations. For this reason an appropriation for increasing the salaries of municipal teachers and an appropriation for the abolition of intermediate tuition were not included in the budget as forwarded to the House, and the Director was requested to prepare for the Council of State a financial program designed to cover all of the needs of the primary and of the intermediate schools for the next five years.

The financial program proposed by the Director was that condensed in Act 2782 by the Educational Committee of the Council of State consisting of Vice-Governor-General Yeater, Secretary Palma, and Secretary Barretto. On the recommendation of this committee the program involving the expenditure of thirty million pesos was approved by the Council of State and the draft of the act was forwarded to the Committee on Public Instruction in the House of Representatives. The Act passed both houses of the Legislature, the approval in each house being unanimous. The extension bill provides for the doubling of the present elementary-school facilities during the next five years. The execution of this stupendous task will require the training of 12,000 more teachers, the securing of several thousand more building sites, and the erection of several thousand more school buildings.

The enormous appropriation for schools has appealed to the popular fancy, and its greatest drawback is a rather general misconception as to the dates on which the various portions of the thirty million pesos are to become available for expenditure. Many advocates of an immediate increase of school facilities seem to think that the work of doubling the present school system can be accomplished by simply issuing an order to that effect. The Bureau could not extend the schools to all regions in one year even if the total amount were put at its disposal, unless all standards of efficiency were disregarded.

A few years ago scores of teachers had from eighty to one hundred pupils in their classes. Two years ago more than one fourth of the pupils in the public schools did not have desks.

Even now a majority of the schools are improperly housed. The salaries of municipal teachers are still too low, notwithstanding the increase of the average monthly salary of municipal teachers from ₱22.88

**Extension
Program**

**Maintenance of
Efficiency**

**The Bureau
Must Go
Slow**

in 1916 to ₱25.99 in 1918 and notwithstanding the general increase to be effective January 1, 1919. Our standards of number of pupils per teacher, of equipment, and of proper housing are even now altogether too low, in spite of the most strenuous efforts of the last few years. There is no intention on the part of the Bureau to make these standards still lower by suddenly increasing the maximum capacity of the schools irrespective of standards already established.

The opening of several thousand new schools would for the time being be a popular measure and would be a great advertisement for the Bureau, but such a policy is believed to be un-

**Will Profit
by Past
Experience**

sound and sure to produce disastrous effects in the long run. An experiment along this line was tried in 1913 when 1,000 new schools were ordered

opened on the strength of an additional appropriation of ₱375,000, which was only enough to maintain the new schools for six months. The unfortunate results of this expansion for which, under the circumstances, no adequate preparation could be made are sufficiently well known to preclude its deliberate repetition.

For years the Bureau has supported a number of teacher pensionados at the Philippine Normal School and at the Philippine School of Arts and Trades. The demand for shop and for trade-school teachers was filled from the list of pensionados and from the list of regular graduates of the Philippine School of Arts and Trades.

**Teacher
Pensionados**

Vacancies in these positions can now be filled each year from the list of graduates, and accordingly no more teachers are given scholarships for trade work.

The growth of agricultural instruction and the need of more systematized instruction in physical education are growing more and more apparent every day. Accordingly, the number of pensionados provided for by law was increased for next year from eighty to one hundred. About twenty of this number will be given special agricultural training at the Central Luzon Agricultural School; ten will take a course in physical education at the Philippine Normal School; thirty will take special courses for supervising teachers and principals; thirty will take industrial courses; and ten will take domestic-science courses. The giving of these special courses to teachers who have already demonstrated their teaching ability increases their efficiency many fold and brings abundant returns to the Bureau for the small amount invested in scholarships.

The appropriation for 1919 provides ₱300,000 for the sending of pensionados (to be selected by the secretaries of the departments) to the United States. The Bureau of Education will receive its due share of these scholarships and will profit immeasurably by the knowledge and the experience which the pensionados will be able to apply in their work when they return to the Philippines.

A bill (see page 102) providing for the establishment and for the maintenance of provincial agricultural schools and of provincial normal schools has been drafted for the consideration of the Educational Committee of the Council of State. The proposed bill is a piece of constructive legislation which if passed would start a nation-wide program of agricultural instruction and of normal training that would soon make it possible to turn out each year hundreds of trained farmers to direct agricultural activities for the general welfare of the country, and hundreds of trained teachers to direct the mental growth of children.

It is estimated that forty provinces would take advantage of the agricultural-school provisions of this act within three years after its passage. By that time adequate facilities would be provided for extending to thousands of boys and to thousands of girls agricultural opportunities that they would never have otherwise.

The establishment of provincial normal schools conforms to the policy which had its beginning in 1917 when ₱300,000 was appropriated for the extension of normal-school facilities and which was continued in 1918 when ₱400,000 was appropriated for the same purpose. Now, the extension of normal-school instruction is more imperative than ever for the purpose of training teachers for the new schools to be opened during the next five years under the provisions of the thirty-million-peso act.

Besides providing for the establishment and for the maintenance of provincial normal schools, this bill would also provide about eight hundred scholarships in the best schools of the Philippines for the training of teachers of agriculture, for the training of teachers for the supervision of agricultural projects of the Department of Agriculture and Natural Resources, and for the training of teachers of other subjects.

Making the provisions of this bill effective would call for

an Insular expenditure (for agricultural education and for the training of teachers) of ₱1,200,000 in 1919; of ₱1,350,000 in 1920; of ₱1,500,000 in 1921; of ₱1,500,000 in 1922; of ₱1,500,000 in 1923; of ₱1,000,000 in 1924; and of ₱1,000,000 annually thereafter.

The allotment of these sums as specified in the provisions of this bill would make it necessary for the provinces to provide (for the same purpose) ₱300,000 in 1919; ₱450,000 in 1920; ₱600,000 in 1921; and ₱600,000 annually thereafter.

The proposed cedula-tax bill (see page 100) provides for the granting of greater autonomy to municipalities and to provinces in the matter of obtaining additional school revenues by raising the cedula tax. The proposed measure is a piece of permissive legislation and does not allow the imposition of an additional tax except where the increase is considered advisable by the municipal and by the provincial governments.

The raising of the cedula tax for school purposes does not, of course, provide an equitable distribution of taxation, but since the collection of cedula taxes is so simple and is so well understood, it is believed the increase would not prove objectionable if it is known that the proceeds from the increase are to be used exclusively for school purposes.

The cedula tax in the provinces now amounts to ₱2, which is distributed as follows:

| | |
|---|------------|
| <div data-bbox="106 958 244 1003" data-label="Text"> <p>Distribution of Cedula Tax</p> </div> | |
| ₱1.00 for provincial road and bridge fund. | |
| .50 for provincial general fund. | |
| .50 for municipal general fund. | |
| Provincial general, road and bridge funds..... | ₱3,410,824 |
| Municipal general funds | 1,186,941 |
| Provincial schools funds | 0 |
| Municipal school funds | 0 |
| Total | 4,547,765 |

Under the proposed arrangement each province would have the power to raise the cedula tax ₱.50 or a multiple thereof and each municipality would have the power to raise the tax ₱.50 or a multiple thereof. If all the provincial boards and if all the municipal councils should approve of raising the cedula tax ₱.50, the tax would then be ₱3, which would be distributed as follows:

- ₱1.00 for provincial road and bridge fund.
- .50 for provincial general fund.
- .50 for municipal general fund.
- .50 for provincial school fund.
- .50 for municipal school tax.

| | |
|---|------------------|
| Provincial general, road and bridge funds | ₹3,410,824 |
| Municipal general funds | 1,136,941 |
| Provincial school funds | 1,136,941 |
| Municipal school funds | 1,136,941 |
| Total | 6,821,647 |

For consideration, in lieu of the cedula-tax bill, a bill revising the real-property tax was prepared and submitted. It is generally conceded that taxation should be distributed as far as is possible on the basis of the taxpayers' wealth and it was with this idea in mind that the revision of the present system of land taxation was proposed in the bill. (See page 100.)

The question as to whether additional taxes shall be raised is, by the terms of this bill, left entirely to the municipal and to the provincial governments. At the present time no such authority is granted to these governments. Therefore, it will be seen that the bill proposes greater autonomy for local governments. At the present time provincial governments are disposed to make the Insular and the municipal governments shoulder the entire burden of supporting the school system. There is no good reason why the provinces should not assume a proper share of this expense. Section 3 of the proposed bill recognizes this obligation and provides for a fixed percentage of provincial income to be set aside for school purposes.

This bill, if put into full force and effect in every province and in every municipality, would provide for—

(a) The establishment of a provincial school fund of ₹816,691.57 as compared with approximately ₹234,502 provided by resolutions of provincial boards in 1917.

(b) An increase in municipal school funds of ₹1,713,292.23 additional to a fixed municipal school income of approximately ₹2,791,999.61 for 1917.

The land tax in the provinces is now at the rate of $\frac{7}{8}$ of 1 per cent which is distributed as follows:

| | |
|--|------------|
| Distribution Of Land Tax | |
| $\frac{3}{8}$ of 1 per cent for municipal general fund. | |
| $\frac{3}{8}$ of 1 per cent for municipal school fund. | |
| $\frac{3}{8}$ of 1 per cent for provincial general fund. | |
| $\frac{1}{8}$ of 1 per cent for provincial road and bridge fund. | |
| Provincial general road and bridge funds..... | ₹2,310,000 |
| Municipal general funds..... | 1,540,000 |
| Provincial school funds | 0 |
| Municipal school funds..... | 1,540,000 |
| | <hr/> |
| | 5,390,000 |

Under the proposed law provinces would have the power to increase the land tax $\frac{1}{8}$ of 1 per cent and municipalities would have the power to increase it $\frac{3}{8}$ of 1 per cent.

If all the provincial boards and if all the municipal councils should vote these increases, the land tax collected would be distributed as follows:

| | |
|--|------------|
| $\frac{3}{8}$ of 1 per cent for municipal general fund. | |
| $\frac{3}{8}$ of 1 per cent for municipal school fund. | |
| $\frac{3}{8}$ of 1 per cent for provincial general fund. | |
| $\frac{1}{8}$ of 1 per cent for provincial road and bridge fund. | |
| $\frac{1}{8}$ of 1 per cent for provincial school fund. | |
| Provincial general road and bridge funds..... | ₹2,310,000 |
| Municipal general funds..... | 1,540,000 |
| Provincial school funds..... | 770,000 |
| Municipal school funds..... | 3,080,000 |
| Total | 7,700,000 |

Section 491 of Act 2711 (known as the Administrative Code) provides for the distribution to provinces and to municipalities of a portion of internal-revenue collections from certain sources.

Proposed Redistribution of Internal Revenues This apportionment is made on the basis of collections for the fiscal year 1909. Since that date the internal-revenue collections from the sources referred to have quadrupled. Therefore, the total distribution to municipal governments for school funds is equivalent to $2\frac{1}{2}$ per cent of the total collections for the current fiscal year as compared with 10 per cent of the collections authorized for the fiscal year 1909. If the percentage of the total collections set aside for 1909 was an equitable apportionment, the present apportionment is far from equitable.

There was submitted to the Legislature a bill (see page 101) which proposes to amend section 491 so as to provide for the setting aside of 5 per cent of each year's collections for provincial school purposes and 10 per cent for municipal school purposes.

By the provisions of section 491, the annual distribution to municipal school funds on the basis of 1909 collections equals ₹791,620.88.

On the basis of the estimated collections for 1919 this proposed law would—

- (a) Establish a provincial school fund of ₹1,576,150.
- (b) Increase municipal school funds by ₹2,360,680.

**Results of a
Redistribution**

The Insular distribution is now made on the basis of internal revenue for 1909 and is as follows:

| | |
|--|------------|
| 20 per cent to provincial general and road and bridge funds..... | ₱1,583,243 |
| 0 per cent to provincial school funds..... | 0 |
| 10 per cent to municipal general funds..... | 791,620 |
| 10 per cent to municipal school funds..... | 791,620 |
| | <hr/> |
| | 3,166,483 |

The proposed revision in law would change the basis of the 10 per cent for municipal school purposes to apply to collections for current fiscal years instead of for 1909 and would provide an additional 5 per cent current collections for a provincial school fund, as follows:

| | |
|--|------------|
| 20 per cent (1909) to provincial general and road and bridge funds | ₱1,583,243 |
| 10 per cent (1909) to municipal general funds..... | 791,620 |
| 5 per cent (1919) to provincial school funds..... | 1,576,150 |
| 10 per cent (1919) to municipal school funds..... | 3,152,300 |
| | <hr/> |
| Total (22½ per cent of 1919)..... | 7,103,313 |

In view of the passage of the thirty-million-peso act, the immediate necessity for the passage of the cedula-tax bill, of the land-tax bill, or of the redistribution-of-internal-revenues bill has passed. The most pressing need now is for legislation which will provide a permanent provincial school fund. The normal schools, the farm schools, the high schools, the trade schools, and the commercial schools in the provinces will not reach the desired state of efficiency until definite funds are provided for their support. It is believed that the passage of a bill such as the proposed agricultural-school and normal-school bill would solve the difficulty. By the provisions of such a bill the provinces would derive a large part of their revenues from Insular sources. A bill of this kind would be in line with the thirty-million-peso act in respect to the derivation of school funds from Insular sources. Should the appropriation of a larger share of Insular revenues for school purposes not appear advisable to the Legislature, then careful consideration should be given to the proposed cedula-tax and to the proposed land-tax bill. Since these bills are purely permissive and since they enable each province and each municipality to develop educationally in accordance with



Intermediate teachers of San Pablo, Laguna, and a traveling industrial teacher of the General Office in the uniform dress worn by Laguna teachers.



A sixth-grade class at San Pablo, Laguna. Both boys and girls are in uniform.



Red Cross contingent of the Camarines High School at the 1918 Blool Meet in Naga, Camarines.
School buildings in background.



Girls of the Pototan Intermediate School who took part in the Red Cross drive in December, 1918.

its desires and its willingness to foot the necessary bills, they should receive favorable consideration. Attention has been called to these bills as a record of proposed legislation and as a suggestion for future legislation in case a general revision of the fiscal policy of the Government should be considered and, in any case, as a basis for providing the necessary provincial school funds.

WAR ACTIVITIES

The war activities of the Bureau of Education during 1918 may be classified under three heads: educational, agricultural, and Red Cross. The educational war activities included the use in the schools of the *Philippine News Review*, the study of W. W. Earnest's *War Catechism*, and special school programs.

The *Philippine News Review* is a four-page biweekly which the Bureau of Education subsidizes to the extent of 60,000 subscriptions a year. This paper covers current events, general and local. In 1918 it devoted much space to the causes of the Great War, to the ideals which animated the allied forces, and to the march of events on the battlefields. Special editions of 100,000 copies each were used as propaganda for the fourth liberty loan and for the Christmas Red Cross drive. *The Philippine News Review* is placed in the hands of all high-school and of all intermediate pupils, and is discussed in the classroom under the guidance of the teacher in charge. Through the pupils the *Review* has reached thousands of parents, many of whom have no newspapers to keep them conversant with current events.

W. W. Earnest, superintendent of schools, Champaign, Illinois, patriotically gave the Bureau permission to adapt his *War Catechism* to the Philippines and to reprint it for public-school use without charge. Forty thousand copies of the catechism were distributed for study in intermediate and in secondary schools. This booklet contains questions and answers concerning the Great War and it has proved so popular that arrangements have been made by the Philippine Council of National Defense to have it translated into the principal native dialects in order to reach those who could not be reached through public-school children.

Red Cross lantern slides were sent to the schools where stereopticons were available, and other slides of war pictures were ordered for the same use from the Committee on Public Infor-

Red Cross
Lantern
Slides

mation. In addition to the employment of these direct means of educational propaganda, all of the subjects in the course of study were correlated as much as possible with events of the war.¹

The agricultural activities were directed toward increased food production. The slogan "double your garden output for 1917-18" had the desired effect. The schools increased the number of home gardens from more than 50,000 to more than 100,000, and the increase in the amount of food produced was much greater.

War
Gardens

¹ No better illustration of this statement can be given than the following true copy of the mid-year examination questions in General History:

BUREAU OF EDUCATION

SECONDARY

Examination for Completion of the Second Year

GENERAL HISTORY

October 26, 1918—A. M.

[Answer at least two of the first four questions and, in addition, enough others to make a total weight of 100 per cent. Time not to exceed three hours.]

- I. (a) State the causes of the present world war.
(b) Give three reasons why the United States entered this war.
(c) Explain how the Philippines are concerned in this war.
- II. (a) Explain the following terms: The Allies; Central Powers; Triple Alliance; Triple Entente; "Kultur"; "a scrap of paper"; "frightfulness."
(b) Tell about one important war event of the last month.
- III. (a) Locate four regions where opposing armies in this war are fighting, and tell what nations are represented in each region.
(b) Name three great battles of the war.
(c) Name three great commanding generals and tell the nationality of the army which each commands.
- IV. (a) Describe the work of the Red Cross in the war, or Discuss the reasons why people should buy liberty bonds.
(b) What have the pupils in Philippine public schools done to help the refugee children of Belgium and of France?
- V. Discuss an important reform in England during the nineteenth century.
- VI. State five provisions of the Bill of Rights, and explain the importance of the Bill of Rights.
- VII. State the chief results of the Seven Years' War.
- VIII. Discuss present conditions in the republic of China.
- IX. (a) Name four wars of Louis XIV.
(b) What did his reign have to do with the French Revolution?
- X. Name three famous Italians and tell how each served his country.
- XI. (a) Name a famous emperor and a famous empress of Russia.
(b) Describe what one of them did to advance Russia.
- XII. State a historical fact about each of the following: Lloyd George; Boxer Uprising; Peace of Portsmouth; Partition of Poland; Clemenceau.

There are now more than 100,000 pupils engaged in food production under the supervision of their teachers.

The opening of three new farm schools, the extension of the activities of four others, and the introduction of secondary courses in agriculture were made possible by appropriations of the 1917 Philippine Legislature. Eighteen thousand school pupils, boys and girls, belong to agricultural clubs devoted to the raising of pigs, of chickens, and of vegetables. More than ₱88,000 worth of food was produced by these clubs, and the members received school credit for their work. Now, in every section of the Islands, school children devote Saturdays and holidays to the cultivation of gardens and to the raising of pigs and of chickens. The farm or the garden idea is in full sway in Christian and in non-Christian provinces. At the Piang Agricultural School, on the Cotabato River in Mindanao, the students raise nearly all the food that they consume. In 1918 a little school garden in Davao¹ produced more than ₱700 worth of vegetables. At a little Samal village, where the soil is too sandy for gardening, the teacher is specializing in the raising of chickens.

These activities cannot be termed exclusively as war activities because the Bureau engaged in them before the United States entered the war. But all of them have been so stimulated and so intensified that during 1918 the pupils produced more than ₱400,000 worth of food crops.

Among the many Red Cross activities of the Bureau were the campaigns for memberships and for contributions, the making of garments for refugee children of France and of Belgium, and the making of hospital supplies. More than thirteen thousand teachers joined the Bureau of Education Red Cross Auxiliary and more than two hundred thousand pupils enrolled in the Junior Red Cross.

The Director of Education served as one of the directors of the Philippine Chapter of the American National Red Cross. The Christmas campaign for Red Cross memberships was opened with a Red Cross program in every school, material for the programs having been collected, published, and distributed by the General Office. The division superintendent of each province acted as secretary of the provincial Red Cross drive committee, and in each municipality a teacher served as secretary

¹ Incidentally, it may be of interest to know that in Davao are *eight* kilometers of road and *sixty-eight* automobiles and that times are so prosperous there that some of the non-Christians come to town, get in an automobile, hand the chauffeur a twenty-peso bill, and tell him to give them a twenty-peso ride.

of the local committee. The whole organization of the Bureau of Education was placed solidly behind the campaign and contributed its full share to the successful outcome.

Nearly 59,000 meters of cloth, purchased from funds raised among teachers and among pupils, was sent to the divisions, where it was made into hospital supplies and into clothes for refugee children. There were made in the schools more than 13,000 abdominal bandages, more than 3,500 triangular bandages, and more than 12,600 garments (drawers, chemises, nightgowns, petticoats, and pinafores) for French and for Belgian refugee children. This work will be continued until 15,000 more garments are made for refugee children. More than ₱7,000 worth of woolen undershirts, bought out of Junior Red Cross funds, were sent to refugees in Siberia. The school children of Manila sent 3,512 garments to the children of the Mountain Province.

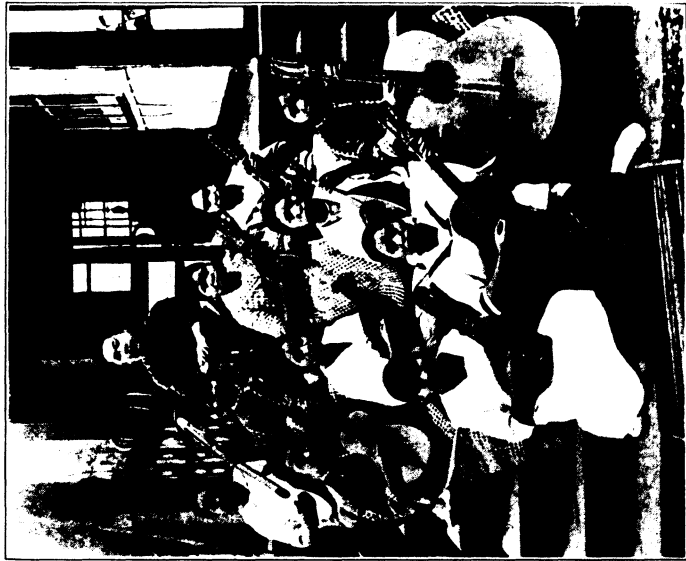
Bureau of Education employees responded with true patriotism to the call for subscriptions to each of the four liberty loans. The total amount of subscriptions was ₱420,900, of which

| | |
|-------------------------------------|---|
| Garments for Refugee Children | ₱24,000 went to the first, ₱35,000 to the second, ₱143,900 to the third, and ₱218,000 to the fourth. |
|-------------------------------------|---|

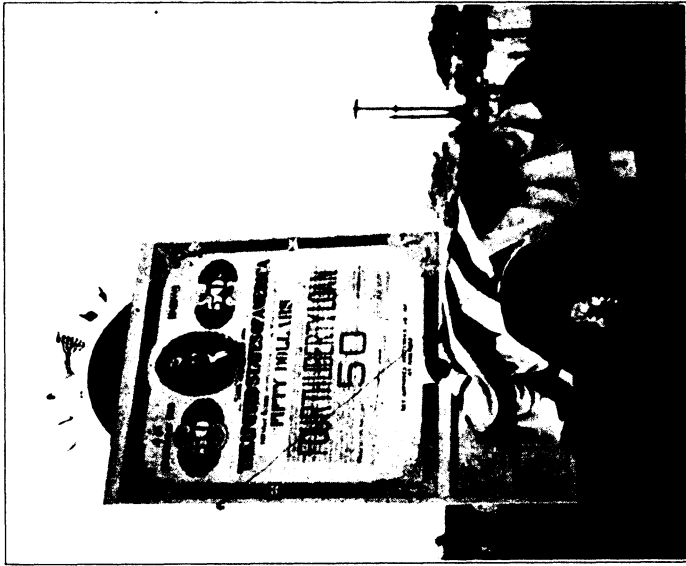
During the last two campaigns many employees mortgaged their salaries for ten months in advance to subscribe to the maximum of their financial resources. Many municipal teachers receiving twenty-five pesos a month entered their names on the subscription lists. The feature of the third campaign was the big drive at the Teachers' Vacation Assembly in Baguio where ₱82,000 was realized. The most appealing propaganda in the provinces for the fourth liberty loan was that carried on by teachers and by pupils assisted by a special edition of the *Philippine News Review*. This school propaganda played no small part in making the fourth liberty-loan campaign in the Philippines by far more successful than any one of the three campaigns preceding. Many schools bought bonds for the school library. In some schools the senior classes gave up the publication of annuals and bought liberty bonds with the money thus saved.

Scores of American and of Filipino teachers responded to the call for direct war service by joining the United States Army, the United States Navy, or the Philippine Guard, or by entering

| | |
|-----------------------------------|--|
| Response to Call to Service | the work of the Red Cross or of the Y. M. C. A. The loss of these men was keenly felt by those who remained, but their going was more than compensated for by the lesson of patriotism which their sacri- |
|-----------------------------------|--|



Girls' orchestra of the Provincial High School, Baguio, Mountain Province.



Bureau of Education float in the liberty-loan parade, Manila.



School float in fourth liberty-loan parade at San Pablo, Laguna. Teachers and pupils of the Philippine public schools invested ₱375,000 in bonds of the fourth issue.



More than 100 students at the Central Luzon Agricultural School own and operate model poultry projects.

fices instilled into the minds of their pupils. The children in the public schools lent aid in making and in collecting coconut-shell charcoal for use in the manufacture of gas masks.

By participating in these war activities the Filipino people have acquired the idea of national service. They have extended their reputation for hospitality to friends and their reputation for the care of relatives to broader fields. They have extended their friendship and their love of family far beyond the confines of the family, far beyond the limits of the municipality, far beyond the boundaries of the province, far beyond the shores of the Philippines, until they have become a part of the world. In other words the Filipino child of today is satisfied neither with family ideas, nor with tribal ideas, nor with national ideas, but he has gone a step further and has absorbed international ideas and is thus becoming a real citizen of the world.

Expansion
of Ideas

FILIPINO YOUNG MEN AND THE ENGLISH LANGUAGE

Although the Philippine public-school system was established less than twenty years ago, a surprisingly large number of young men brought up in public schools have already taken a prominent part in the execution and in the shaping of governmental affairs. A few of these young men are: Camilo Osias, a graduate of Columbia University, now Second Assistant Director of Education; Francisco Benitez, a graduate of Columbia University, dean of the College of Education of the University of the Philippines; Victoriano Yamzon, a graduate of the University of the Philippines, instructor in public speaking at the University of the Philippines, vice-president of the Manila Merchants Association, and a successful practicing attorney; Jose Abad Santos, a graduate of George Washington University, lecturer on jurisprudence in the College of Law of the University of the Philippines, and attorney for the Philippine National Bank; Mariano J. de Joya, a graduate of Yale, associate professor of remedial law and director of the legal clinic of the University of the Philippines, and a successful practicing attorney; Jose Sanvictores, a graduate of the University of Illinois, assistant director of the Bureau of Agriculture; Sotero Baluyot, a graduate of Iowa State University, and Valeriano Segura, a graduate of Purdue University, both district engineers of the Bureau of Public Works; Romarico Agcaoli, a graduate of Cornell University, locating engineer of the Manila Railroad Company; Jose Gil, a graduate of the College of Law of the University of the Philip-

Influence of
English-Speaking
Filipinos

pines, secretary of the Philippine University; Juan F. Hilario, a graduate of the University of Illinois, secretary of the immigration board of the Bureau of Customs; Conrado Benitez, a graduate of Chicago University, dean of the College of Liberal Arts of the University of the Philippines, and editor of *The Citizen*, one of the most influential of the English weekly papers published in Manila; Alejandro de Guzman, a graduate of the University of the Philippines, chairman of the Committee on Public Instruction in the House of Representatives; Pablo Lorenzo, a graduate of the University of the Philippines, member of the House of Representatives, and member of the board of regents of the University of the Philippines; Elpidio Quirino, a graduate of the University of the Philippines, secretary to the President of the Senate; Jorge B. Vargas, a graduate of the University of the Philippines, secretary to the Speaker of the House of Representatives; Jorge Bacobo, a graduate of Indiana University, dean of the College of Law of the University of the Philippines; Leandro Fernandez, a graduate of Tri-State Law College at Angola, Indiana, and of the University of Chicago, associate professor of history in the University of the Philippines, and author of the Philippine history used in the public schools; Antonio de las Alas, a graduate of the University of Indiana and of Yale University, assistant chief of the Executive Bureau; Maximo Kalaw, a graduate of George Washington University, associate professor of political science in the University of the Philippines, and author of *The Case for the Filipinos*; Honorio Poblador, a graduate of College of the Pacific and of California, Candido M. Alcazar, a graduate of Silliman Institute, and who has had two years' work in mechanical engineering in the United States, Antonio Nera, a graduate of De Kalb Normal, and Leodegario Victorino, a graduate of the University of the Philippines, all of whom are division superintendents of schools in the Bureau of Education in which positions they have great influence in the education of the coming generation. Scores of names might be added to this list which in itself is conclusive evidence of the influence of this generation of progressive English-speaking Filipinos who are graduates of the public schools. In them American democratic ideals unite with Filipino aspirations and with Filipino ambitions in producing a group of youthful leaders who are destined to play a still greater part in Philippine progress.

The role of the prophet is unsafe, but it can be predicted confidently that the next Legislature will include far more

English-speaking members than ever before. The reduction of the age required for the exercise of political franchise from 23 to 21 will mean an influx of public-school graduates of the last five years into political life instead of the three-year crop which would be the normal influx since the last election three years ago. It is prophesied that in three more years the majority of the members of both houses will be English-speaking, and the use of English in the Legislature will be increased accordingly.

The postponement from time to time of the making of English the official language of the Philippine Government has caused the supporters of the use of English much apprehension. It is admitted that the making of English the official language would hasten its spread and would enlarge its use. It is questionable, however, as to whether such a hastening process would compensate for the attendant confusion in courtrooms and in legislative halls and for the necessary loss of valuable men in the Government service who have been trained only in Spanish. In some provinces, English has already replaced Spanish as the social language. The present attendance of more than 600,000 pupils at English-speaking schools and the provision made for the doubling of this number within the next five years insures the ultimate triumph of the use of English over the use of Spanish. The number of English periodicals with little or no circulation other than among Filipinos is indicative of the trend of events; the handwriting is on the wall—English is destined to become the official language at an early date.

SUPERVISION OF INSTRUCTION

Supervision is the most potent factor in determining the character of school work. Under conditions as they now exist, many young men and many young women not especially well educated and with little or no training in methods of teaching must be developed into satisfactory instructors quickly if the teaching force is to be kept up to standard, because the number of teachers who leave each year is about 20 per cent of the total number employed as compared with about 30 per cent in the case of rural teachers in the United States. Between August 1, 1917, and August 1, 1918, 2,620 Filipino teachers left the service. Young men and young women of the education and of the training noted above cannot be made into satisfactory teachers quickly unless there is close supervision of a high type. The problem of supervision in the public schools is therefore vital.

The administrative organization for the supervision of all lines of school work is ready; the chief problem is one of personnel. It is anticipated, however, that changes and developments in the organization of supervision will occur in the future. The plan of having special supervisors for academic work in each division will be further extended. The size of supervising districts will be decreased. In March, 1918, there were 305 supervising districts and in December, 1918, there were 338. The increase in the number of supervising districts will continue until nearly every municipality constitutes a supervising district. This movement should progress with increased rapidity because of the extension program, which will result in the establishment of a large number of new primary schools each year. A radical reduction in the size of supervising districts will be necessary in order to secure careful supervision of the new schools to be organized. A regulation was made in 1918 to the effect that after March, 1919, no assistant supervising teachers should be employed, but that such teachers should be placed in charge of separate districts.

A centralized system of supervision, carefully organized, means that some routine office work must be done. This Office has, however, discouraged the performance of clerical duties by supervising officers during the time schools are in session. The furnishing of a clerk for each high-school principal has been advocated, and in a number of provinces the employment of a clerk gives the high-school principal time for more important duties in connection with supervision. While it is the supervisor's duty to unify effort, his most important task is to stimulate and to direct teachers so that they will make the most wholesome growth of which they are capable. To perform this function properly his time must not be taken up with the minor details of office work.

Men and women for the supervising positions are secured from the United States and are obtained by promotion from the teaching positions. During 1918 this Office was particularly fortunate in securing several teachers and several supervisors who had had most valuable experience in elementary schools in the United States.

It requires, of course, some time for any teacher transferred from American to Philippine schools to understand thoroughly the Philippine situation and the procedure most appropriate to meet its needs, but this understanding is obtainable within a comparatively short time and the bringing of the latest ideas con-

Administrative
Organization

Office Work
Subordinated
to Supervision

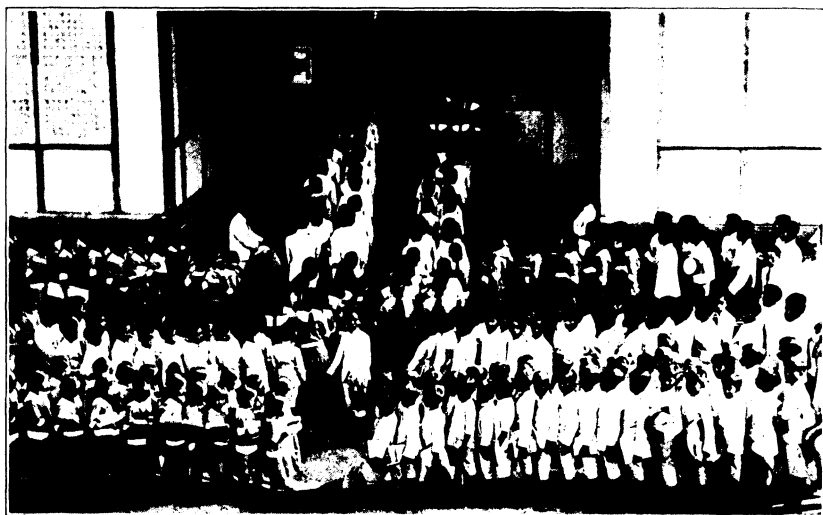
The Selection
of Supervisors



Visiting day at the Jefferson School, Manila. First-grade class in charge of American model teacher who is inspecting the seat work of one section.



Class of girls in the Tondo Intermediate School, Manila.



Pupils marching into the Central School, Atimonan, Tayabas.



Visiting day at La Paz barrio school, Jamindam, Capiz. Teachers (group at left) and parents observing calisthenics. The people of this barrio helped build a house for the teacher.

cerning primary work to the Philippines will be of great benefit to the schools. Teachers who are promoted to be supervisors have seen several years' service in the Philippines and are acquainted with the conditions here, but often they have failed to keep in close touch with the development of educational administration and of educational methods.

The supervising personnel, therefore, whether selected in the United States or from the teaching force in these Islands, has to study the educational needs and the educational aims of the

**The Training
of Supervisors
in the Service**

Filipino people and the content and the method necessary to meet the needs and to achieve the aims. Such training is given in teachers' vacation assemblies, in division normal institutes, in teachers' conferences, in visiting days, and in teachers' reading courses. It is planned to have a large attendance of academic and of other supervisors at the 1919 Teachers' Vacation Assembly.

Various courses of training suitable to prepare men and women to become efficient supervisors are in operation. In the University of the Philippines three-year and four-year courses in

**Educational
Facilities
for Training
Supervisors**

education are given. The Philippine Normal School offers four courses in teachers' training, six provincial high schools give a general four-year normal course, and three high schools give a two-year normal course. A special course in supervision was organized in the Philippine Normal School in 1918 for supervising teachers and principals, and it is planned to appoint thirty pensionados for this course for the coming school year. Teachers and supervisors of agriculture and of trade work are trained in normal courses given in the Central Luzon Agricultural School and in the Philippine School of Arts and Trades. The Bureau of Education, as a result of legislation passed in 1918, is planning to send a number of teachers to the United States for training in the supervision of various lines of school work.

Perhaps the greatest need of the public schools today is supervisors who have a thorough knowledge of elementary school methods coupled with a sympathetic attitude toward teachers

**The Ideal
Supervisor**

and a willingness to work hard to realize their educational ideals. The greatest success can come only to those who have a vision of the greatness of the work to be done in the field of education in the Philippines and who are willing to put the good of the schools first.

The ideal supervising teacher in addition to these qualifications must be an administrator. School finances, school sites, school buildings, the opening of new schools, the maintenance of cordial and of helpful relations with the officials and with the

people of the community, demand his attention. While his most significant task is the supervision of instruction, that task cannot be performed well unless the physical environment in which teachers and pupils work and study is favorable. The extension of the primary schools in 1919 and in succeeding years will result in the maximum of benefit only when good judgment and wisdom govern the administrative features of the extension program.

COURSES OF STUDY

For nearly twenty years the study of the public-school curricula by directors, by supervisors, and by teachers has been continuous. Home life, agriculture, industry, and business have been surveyed as factors contributing to the formulation of courses of study adapted to the Philippine situation. The many problems involved in this process of adjustment have not all been solved; indeed, the problems defy complete solution. We cannot look forward to the time when we can say of a published course, "There, that job is done; for a few years there will be no more work on courses of study." No, the work of constructive destruction begins immediately; there can be no stagnation.

The present is no time for inflexible courses of study or for inflexible theories of education. The developments that have accompanied the Great War and the developments that will succeed it have already profoundly influenced educational theory and practice. The Philippines will not be so greatly influenced as some of the nations more vitally connected with the activities of the war and with the currents of international trade, but they have already been influenced to some extent. The introduction of military training into secondary schools, the greater amount of attention paid to all forms of physical education in all schools, the placing of more emphasis on the teaching of current events, the extension of instruction in good manners and right conduct, the extension of instruction in civics and in hygiene, all give evidence that lessons of the war are being applied in the Philippines.

Judging from the measures taken by national and by local governments in allied countries and in the United States, one of the important educational convictions obtained from a study of conditions as revealed by the last four years of strife is that increased facilities for vocational training, especially in the industrial and in the commercial fields, are a necessity from the standpoint of individual and of national welfare. The time has arrived, therefore,

to make a survey of the vocational courses now offered in the public schools and to plan for the future.

The public schools should undertake to give vocational training only in case they can do it better than other institutions or in case other institutions fail to do their duty. There is no con-

**Vocational
Training and
the Public
Schools**

clusive evidence that the schools can give all forms of this training to the best advantage but, as a rule, it has to give it because the home, the farm,

the shop, and the office no longer afford opportunities for effective training in the vocations, and modern social conditions make such training essential or at least very desirable. Each new function undertaken by the schools is usually thrust on them by society. In the Philippines, however, vocational education was undertaken by the public schools as a result of a careful study of the needs of the country by educational authorities.

The shifting of the vocational courses in 1909 from the secondary school to the last three years of the elementary school (the three years of the intermediate school) was a rather revo-

**Intermediate
Vocational
Courses**

lutionary educational measure, but it was justified by the peculiar needs of the Filipino people. Six intermediate courses were then organized of

which five (farming, trade, housekeeping and household arts, business, teaching) were vocational either in a broad or in a narrow sense. Educational progress has led to the elimination of the business course. The teaching course is now given in only one school and will not be offered after this school year. There is neither demand nor need for any great extension of the trade course in woodworking which is now found in nineteen trade schools and in fourteen school shops; but the expansion of railroad building, the widespread use of motor cars, of motor trucks, of gas engines, of steam engines, and of machinery in general indicate the need of extending the courses in ironworking and in machine-shop practice to more of the provincial trade schools which are located in the larger centers of population. The housekeeping-and-household-arts course is now offered in 256 of the 510 intermediate schools and will be introduced into the others as they develop in size and in resources. The farming course is now offered in twenty-five agricultural and farm schools of intermediate grade, and plans have been effected to place a school of one of these types in each province at the earliest date possible. In addition to agricultural schools of intermediate and of secondary grade, more than 120 settlement farm schools have been established to give instruction in practical farming to primary pupils who live in the more undeveloped regions of

the Islands. The extension of the farming course is not so simple as the extension of the course in housekeeping and household arts since the securing of a proper site, the erection of a suitable building, and the furnishing of adequate equipment for a farm school or for an agricultural school are problems the solution of which requires large sums of money. Financial support by the Insular Government and by the provincial governments is increasing, however, and further development of agricultural instruction seems assured.

During the school year the most rapid development of vocational education took place in the secondary school—a development due largely to the increase in the number of students.

Secondary
Vocational
Courses

In May, 1918, revised and new secondary courses of study were sent to the field in outline form.

The new course in housekeeping and household arts was introduced into ten provincial high schools, and the commercial course into one provincial high school. The revised normal course was established in one more high school. These courses will be offered in more schools in 1919. Two more high schools have been given authority to offer the commercial course, and two or three more high schools will offer the farming course. Several more schools will undoubtedly introduce the housekeeping-and-household-arts course. The four-year normal course is now given in ten schools, of which seven are provincial high schools. It is planned to put this course in operation in three other schools in the near future. When this extension of normal training has been accomplished, the provinces will be well supplied with facilities for the preparation of teachers. The two-year normal course is offered in three schools and little extension of this course is anticipated. The commercial course should be placed in several high schools in the near future. This course has been encouraged, but provincial authorities have been slow to provide the necessary support. The offer of this Bureau to furnish ₱2,500 worth of equipment for each commercial course established was made to stimulate the introduction of this course and has resulted in the voting of the necessary funds by two provinces.

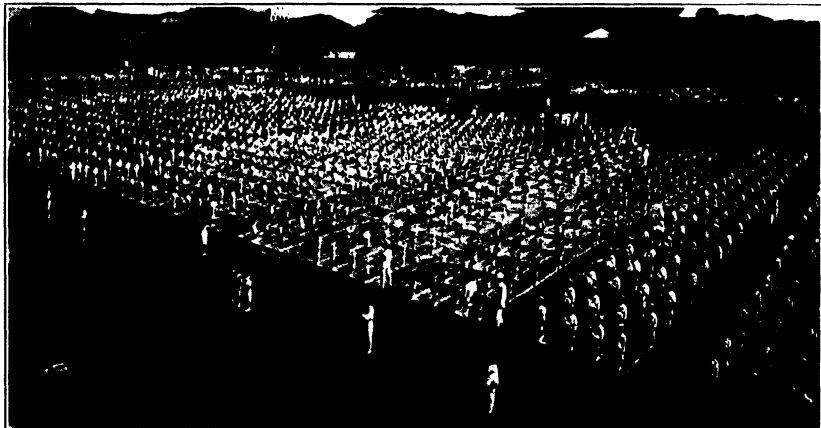
The vocational courses now offered in public schools are: the intermediate courses in farming, in housekeeping and household arts, in woodworking, and in ironworking; the normal courses in academic subjects, in industrial subjects, in domestic science, in physical education, and in school supervision at the Philippine Normal School; a general normal course at the Cebu Normal School and at the Laoag Normal School; the courses in prepar-



Manila women teachers participating in a contest in the Newcomb League.



Girls and Boys in folk dances at the Santa Clara Primary School, Manila.



Playground Day, Manila. Some of two thousand primary-school boys ready for their part which began with the salute to the flag and which ended with a folk dance.



Playground Day, Manila. Girls of the primary grades in folk dances.

atory engineering, in surveying, in blacksmithing, in machine-shop practice, in the teaching of trade subjects, in drafting, in electrical wiring, in plumbing, and in motor-vehicle driving at the Philippine School of Arts and Trades; a three-year course in business, a two-year course in stenography, and a two-year course in bookkeeping at the Philippine School of Commerce; the secondary courses in farm management, in the teaching of farming, and in farm mechanics at the Central Luzon Agricultural School; a course in seamanship at the Philippine Nautical School; the two-year and the four-year normal courses, the housekeeping-and-household-arts course, and the commercial course at provincial high schools.

Future extension of vocational opportunities will most affect instruction in farming, in housekeeping and household arts, in teaching, in business, in ironworking, and in the operation of machinery. The need of school instruction in other trades does not now exist and will appear only when industrial development has reached a higher plane than it has today.

The urgency of the need of vocational education must not be permitted to lead to the disregard of the principle that pupils should have a choice of courses. In small high schools, the number of special courses that can be offered is necessarily very limited and must be confined to those best adapted to the needs of the majority of the pupils. As the enrolment in high schools increases, vocational courses will be introduced, and students will always be in a position to select the course that appeals to them. In the end the cause of vocational education will benefit by such a procedure, because any attempt to force students into vocational courses will make these courses unpopular.

A thorough revision of the course of study in academic subjects for primary grades is being made. The old course of study has been helpful and has played an important part in the improvement of instruction. The need of a fuller syllabus, however, has been great. When published, the revised course of study will contain material and suggestions which will help teachers to develop teaching power. The new course of study in academic subjects for intermediate grades has been in the field a little more than a year. No revision will be attempted until the revised course of study for primary grades is published. Work on syllabi in a few of the secondary subjects has been undertaken and some of the old ones have been revised. A few new syllabi will be ready for distribution early in the school year 1919-20.

Industrial courses are being revised constantly. In 1918 outlines of these courses were sent out in Circular, No. 9, s. 1918, entitled Industrial Courses and Designs for 1918-19, and in Circular No. 37, s. 1918, entitled Outlines of Industrial Courses for All Grades. The house-keeping-and-household-arts course was revised to place more emphasis on hygiene and sanitation and to include geography and Philippine history.

**Industrial
Courses**

A tentative course of study for farm schools and for agricultural schools was issued and in it the farming course is adapted to an all-the-year-round session.

**Courses in
Agriculture**

The first manuscript of a syllabus of a course in civics, hygiene, and sanitation has been completed. Effective instruction in these subjects leads to the formation of habits that all citizens should possess. The best opportunity for the formation of desirable civic habits is provided by a course that places emphasis on these habits throughout the elementary-school period. After this school year seven years' instruction will be given in these subjects instead of the two years' instruction given heretofore.

**Civics,
Hygiene, and
Sanitation**

In 1918 work on courses of study in several other subjects was started and some were completed. A course of study in physical education was outlined in much detail, and it is hoped that it will be ready for distribution at the beginning of the school year 1919-20. The first year's work in the secondary housekeeping-and-household-arts course was outlined and sent to the field in mimeograph form. Several syllabi of secondary subjects were undertaken and are to be ready for the next school year. The code of morals for children which was so widely distributed in the United States was adapted to the use of Filipino children and was then sent to all school divisions.

**New Courses
and New
Syllabi**

The course of study in academic subjects for intermediate grades which was distributed late in 1917 was in use throughout 1918. It is yet too soon to state just what the results of the use of this course of study have been. The results have varied with the amount of time and study given to the course by supervising officers and by teachers. Where this course has been thoroughly studied and where discussions concerning aims and methods of intermediate-school work have been held regularly, this Office is confident that great progress in the improvement of intermediate instruction has been made.

**Intermediate
Course of
Study**

PHYSICAL EDUCATION

Statistics show that about 95 per cent of pupils obtain physical exercise of some kind in the public schools. In many cases, however, this exercise has been more or less sporadic and has not been conducted along scientific lines. Plans for a more definite course of study in physical training were submitted to a special committee of superintendents at the division superintendents' convention last May and the committee was instructed to work out a course of study for each grade in the public schools. After several months' work, the manuscript for the graded course of study was ready to be edited. The manuscript will soon be in the hands of the printer. This course will be introduced into the schools as rapidly as possible. It is realized that the course is more or less tentative, that difficulties will be encountered in obtaining trained teachers, and that adjustments and changes will be found advisable. The proposed course of study, as it now stands, is believed to be directly in line with the best ideas on the subject of physical training in the United States.

Physical training in the schools cannot be very effective without a corps of medical inspectors to look after the health of pupils. Work along this line is not as well organized in the provinces as in Manila. The number of school nurses in the city of Manila in 1918 was 4.

Teachers and pupils have rendered service in the campaign against influenza by giving information about the disease and directions for its treatment and by caring for those who were ill. In some provinces teachers have served as vaccinators and as assistants to health officers in municipalities where smallpox was prevalent.

All of the usual provincial and interprovincial meets were held during the year. Some of them were held later than usual because of the influenza epidemic, which interfered greatly with the training of athletes. Not only for the sake of giving a stimulus to physical education, but also for the sake of developing the best athletes for the Far Eastern Championship Games in May, 1919, no stone was left unturned during 1918 to foster competitive athletics in all provinces.

In spite of the loss of many of the best school coaches who entered either the federal or the Philippine military service,

several interscholastic records were broken, the most noteworthy of which was the breaking of the pole-vault record by a schoolboy in Cebu who cleared the bar at 11 feet 8½ inches. A new interscholastic discus-throw record of 108 feet 10 inches was also established in the Cebu meet. At the 1918 Carnival the Bureau of Education again won the championship in track-and-field events by scoring 74 points as against the 39 points scored by the United States Army, the nearest competitor. In baseball the Bureau of Education team took second place, having been defeated in the contest for first place by Waseda University of Japan.

The educational ideal of physical training for all students has been steadily worked for in Philippine schools. The Manila schools now have sixteen trained playground instructors working under the city playground director. Training for the teaching of group games and for the teaching of calisthenics was emphasized more than ever before at the last Teachers' Vacation Assembly in Manila and at the normal institutes in the provinces. The sending of a graduate of the University of the Philippines to the United States for special training in physical education, the provision for the sending of other men to the United States for the same purpose, and the provision for the training in Manila next year of at least ten teachers in physical education will undoubtedly result in making the carrying out of the physical-training program of the Bureau of Education easier than ever before.

AGRICULTURAL ACTIVITIES OF THE PUBLIC SCHOOLS

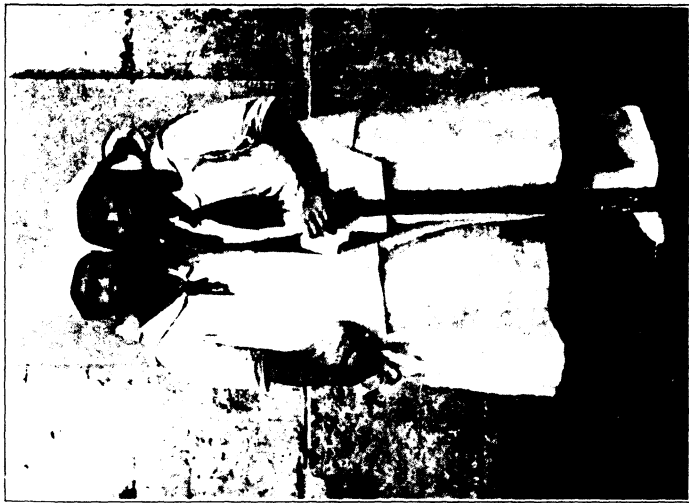
At a time when the destruction of war has resulted in curtailing the food supply so that hunger and starvation exist in Europe and in Asia and at a time when there is a shortage in the Philippine Islands of the chief food crop, it seems advisable to devote much space to the efforts of the public schools in the extension of work in gardening and in farming. The amount of space given to the agricultural program of the Bureau of Education is further justified by the fact that the Philippine Islands is a country most of whose wealth lies in the soil.

The agricultural work is in charge of the superintendent of agricultural instruction who devotes his entire time to this work and who provides those in the field with as much information and with as much aid as possible. Local problems are handled by teachers of agriculture assigned to agricultural and to farm schools. Gardening is handled mainly by teachers detailed from the reg-

Records
Broken

Athletics
for All

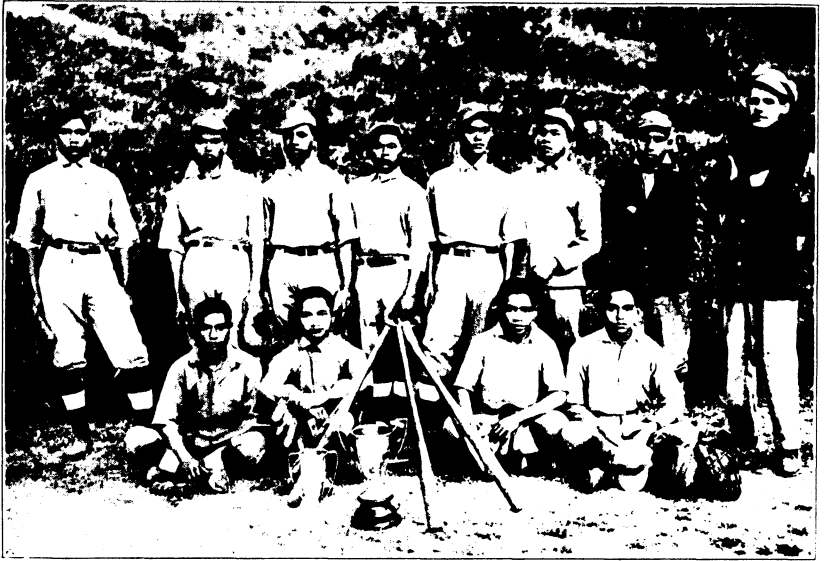
Supervision



Battery of the girls' indoor-baseball team of the Loay Intermediate School which won the championship of Bohol.



The pole vault at the Bicol Meet in Naga, Camarines.



Baseball team of the Mountain Province and their coach. This team won the baseball championship of the Northern Luzon Athletic Association, school year 1917-18.



Push ball at Central School, Manila.

ular teaching force and is under the supervision of division industrial supervisors. In the larger intermediate schools special teachers of gardening are employed.

No change in the time allotted to gardening was made in 1918 in either the primary or the intermediate course. The amount of actual gardening was greatly increased, however, by ap-
 Changes in Courses of Study proving that subject as the only industrial work in intermediate schools where superior facilities for effective work existed. This action, together with the granting of authority to division superintendents to make gardening the industrial work for all boys enrolled in barrio schools where suitable facilities were available, resulted in the doubling of the area cultivated and in the trebling of the amount of production.

The establishment of a twelve-month school year for all schools offering the intermediate course in farming was consummated. The statement made last year that the efficiency of all school farms would be increased by 40 per cent by such an extension of the school year has been verified by production figures. There is now available the labor needed to plant and to harvest crops in their proper season.

Plans have been made for extending the four-year secondary courses adopted by the Central Luzon Agricultural School to other secondary schools where agriculture is taught.

Graduates of the College of Agriculture are employed as
 Training of Teachers of Agriculture teachers in farm schools. However, only a few such men are available because other government positions are open to them at higher salaries than the Bureau of Education can pay under present salary arrangements.

Graduates of the Central Luzon Agricultural School are widely employed as teachers in charge of settlement farm schools. The demand for young men who have had training at this school is much greater than the supply. This demand is so insistent and such inducements are offered the pupils attending the school that it is impossible to keep them in attendance as long as this Office desires.

The graduates of provincial farm schools are employed as teachers of gardening in primary schools.

Many students are pensioned for one or for two years at the Central Luzon Agricultural School by municipalities, by provinces, and by private parties. Students receiving pensions contract to return to the municipality or to the province or to the farm, as the case may be, and they contract to engage in agricul-

tural work for a period of time equal to that during which they receive the pension. These pensions are highly desirable as they provide high-school vocational training for pupils who otherwise would be unable to attend the school.

Plans have been approved for the awarding of Insular scholarships to experienced teachers to spend one year at the Central Luzon Agricultural School where they will receive training to fit them to be principals of farm schools and of agricultural schools. The demand for such teachers is greater than the supply.

Instruction in gardening is given in the Philippine Normal School. This work is required of all men students. Practical field instruction is given.

Courses in agriculture and in gardening are offered in the Manila Teachers' Vacation Assembly to teachers who are sent by the provinces to receive the training that will best fit them to become instructors of these subjects in normal institutes. They give these courses to all teachers who handle gardening classes in the schools.

Proper standards and high ideals for agricultural work are made possible through the required use of the following normal-institute courses which form the basis of the instruction given to all teachers: School and Home Gardening, a five-week normal-institute course for teachers in charge of garden classes in primary schools; Intermediate School Gardening, a five-week normal-institute course for teachers in charge of garden classes in intermediate schools; School-Ground Improvement, a five-week course for teachers who may be assigned to take charge of the various features pertaining to school-ground improvement; Supervision of Agricultural Activities, a five-week course for teachers who as principals or as supervising teachers are responsible for the direction of the gardening work of subordinate teachers.

Gardening was the first industrial course given in the public schools of the Islands. It is still the industrial work taken by most pupils, and it is the foundation of all other agricultural work. The first of the bulletins distributed as aids to teachers was Bulletin No. 31, School and Home Gardening, which was first printed in 1910.

Likewise the first of the normal-institute lessons which have so materially aided in developing industrial work was that embodying instruction for teachers in gardening. The first of these courses was used in 1912 and was printed and distributed as required work for all normal institutes in 1914. Similar courses

for other lines of work have been issued since then. The first attempt in industrial work to have pupils keep records of the time and of the money spent on their work and records of the materials used was the adoption of the Daily Record Book in Gardening.

Each central and each barrio school is required to maintain a vegetable garden, and pupils have home gardens for which they receive school credit. For first and for second-grade pupils yard improvement is required, but gardening is prescribed for the larger boys of these grades as well as for third and for fourth-grade boys. In 1918, 3,681 school gardens and 89,709 home gardens were cultivated by primary pupils.

All schools offering the general course or the teaching course are required to maintain school gardens, and pupils are encouraged to plant home gardens. Definite work in school-ground improvement is prescribed. Fifth-grade pupils do yard-improvement work one period daily while sixth-grade boys do vegetable gardening. Nursery work, tree planting, and seed selection are emphasized. Fifth and sixth-grade pupils take vegetable gardening by special permission in many schools. Intermediate-school boys cultivated 342 school gardens and 13,959 home gardens last year.

The basis of all garden work is the maintenance of home gardens, of which 103,668 were cultivated by primary and by intermediate pupils in 1918. Home gardens are supervised regularly by teachers, and the pupils receive school credit for their work at home. Definite records are kept by pupils and by teachers, thus insuring the meeting of proper standards. Many of the home gardens started two or three years ago are now permanent gardens. No other line of industrial activities is more firmly established than garden work.

Every school is expected to have a garden-day celebration at which the pupils and the farmers of the community exhibit products. The holding of garden-day celebrations started six years ago. Each year this feature of agricultural work has grown and now a garden-day celebration is a recognized part of the activities of each municipality. Many garden-day celebrations have become real agricultural fairs—the first of the kind ever held in the Philippines. Ever since garden-day celebrations were started there has been a movement among other governmental agencies to make the greatest possible effort on these occasions to reach the people with public-welfare propaganda.

These statistics show the increase in interest in garden-day celebrations:

| Year | School Gardens | Home Gardens | Garden Days | | |
|---------------|----------------|--------------|-------------|------------------|-------------------|
| | | | Number | Pupil's Exhibits | Farmer's Exhibits |
| 1913-14 | 3,236 | 41,642 | 300 | 8,772 | 816 |
| 1917-18 | 4,023 | 103,668 | 1,272 | 143,018 | 39,080 |

The table below shows the increase in the number of exhibits of bureaus at garden-day celebrations since 1914:

| Year | Bureau of Health | Bureau of Agriculture | Bureau of Forestry | Bureau of Public Works |
|------------|------------------|-----------------------|--------------------|------------------------|
| 1914 | | 1 | 1 | 2 |
| 1917 | 117 | 38 | 26 | 8 |

During the last school year 1,272 public-school garden-day celebrations were held, at which 39,080 farmers added exhibits to the exhibits of school pupils and of bureaus of the Government. The estimated total attendance at all garden-day celebrations in 1918 was 1,675,396.

Last year every school division used planting calendars designating the vegetables to be planted during each month of the year. In many divisions the planting calendars have been in use for several years and the frequent revisions of these furnish fairly accurate guides for home gardeners. A study of these calendars has resulted in the cultivation in school gardens of many excellent native food plants.

A number of native recipes calling for the use of garden products were collected during the year from each province. Trained domestic-science teachers are trying out and are modifying these recipes with the idea of distributing the suitable ones in printed form.

Food-production campaigns have been conducted for several years with the object of encouraging the farmers to grow more of the food consumed in the home. During the last year much good was accomplished along this line. As a feature of the 1918 food-production campaign the Department of Agriculture and Natural Resources allotted ₱1,000 to each of thirteen provinces for food demonstrations at garden-day celebrations and for corn lunches by domestic-science classes, ₱500 to each of nineteen provinces for the further development of school poultry projects at nineteen



Part of the San Andres School garden, Manila. During 1918 more than 4,000 schools had gardens.



A schoolboy of Jaro, Iloilo, and his Cantonese chickens. More than 4,300 public-school pupils are members of poultry clubs.



A pupil of the Camiling Central School in Tarlac, working in his home garden. More than 100,000 pupils cultivated home gardens in 1918.



Back-yard garden of a Manila school girl. There are nearly one thousand such gardens in Manila.



farm and agricultural schools, and ₱500 to the Central Luzon Agricultural School for the further development of poultry projects.

After five years of persistent efforts to encourage the production and the use of corn, the corn campaign was discontinued in June, 1916, because it was felt that the results striven for had been attained. The campaign accomplished

Corn much in making the country more nearly self-supporting in regard to food supplies. A feature of the corn campaign is being continued as the corn-growing contest of the agricultural clubs. Both consumption and production receive proper attention, and much good is being accomplished.

The emphasis on the production of yams began four years ago. The most commendable results have been in Bukidnon where the growing of ubi has been so widely extended that

Yams it is now an important secondary food crop of that region. Reports have been received by this Office showing a production of as many as 10,000 kilos of ubi on 2,000 square meters of land. As this is at the rate of 50,000 kilos a hectare, the value of ubi as a food plant is apparent. Its freedom from damage by locusts is a strong point in its favor. The production of ubi and of tugue should be given more attention than at present. Each intermediate school now cultivates at least one 100-square-meter plot of yams a year.

In 1912 instructions were issued to all schools to pay special attention to the growing of sweet potatoes. Sweet potatoes are an important food crop in all sections and are the most important food crop in many localities. Every

Sweet Potatoes intermediate school is asked to grow a selected variety. An improved variety has been distributed through the schools. Sweet potatoes are recommended as a secondary crop for corn growers, for gardeners, and for fruit growers.

Each intermediate school cultivates a 100-square-meter plot of legumes with the idea of improving one variety and with the idea of distributing the selected seeds. A large number of

Legumes schools secured desirable results during the last year. Native legumes, of which there are a number of excellent varieties, are receiving much attention. This activity of the public schools, while not receiving the publicity given the corn campaign, will, in time, be of

equal if not of greater importance. The work is moving forward as rapidly and as satisfactorily as did the corn campaign.

Tree planting has been one of the features of school work since 1906 when the first arbor day was proclaimed by the Director of Education. The planting of shade trees, of fruit trees, and of other trees of economic value receives due attention. As a result of the emphasis on the planting of fruit trees, small orchards of well-kept trees are being developed.

The growing of ornamental plants, the growing of tree seedlings, and the learning of simple vegetative propagation is required of all intermediate schools. Many primary schools have nurseries. An extensive nursery has been developed by the schools of Jolo in the Department of Mindanao and Sulu. From this nursery thousands of young fruit trees and thousands of cuttings of ornamental shrubs have been distributed among the schools. With this nursery as a model, a number of agricultural schools are giving special attention to nursery work. An extensive coffee-tree nursery is a feature of the Lumbatan Agricultural School and a forest-tree nursery is a feature of the Central Luzon Agricultural School. Thousands of young seedlings were distributed last year.

The table below gives an idea of the growth of school nurseries since the school year 1914-15:

| | 1914-15 | 1917-18 |
|--|---------|----------|
| Number of nurseries | 115 | 1,201 |
| Total number of trees and plants distributed | 41, 126 | 159, 030 |
| Number of fruit trees distributed | 10, 736 | 83, 524 |

Even after these distributions the nurseries were reported at the close of the school year 1917-18 as containing 190,986 trees and plants.

Arbor day has been observed annually since 1906. In 1918 the Governor-General issued the second arbor-day proclamation designating the first Saturday in October as Arbor Day and at the same time calling on officials as well as on other citizens to observe the day in a suitable manner. Most commendable results were secured, and it is anticipated that from now on the Governor-General will issue an arbor-day proclamation each year.

The planting of trees which directly influence the food supply

of the people has been emphasized for years as regular home work for which the pupils receive school credit. Mango-planting campaigns were features of school work in Mindanao. Certain other provinces emphasized the planting of banana and of papaya trees. The province of Mindoro paid special attention to the planting of coconut trees. It is reported that 354,120 fruit trees were planted by school children in 1918. All farm and all agricultural schools are now developing orchards. Extensive planting of banana, of papaya, and of pineapple trees is encouraged at settlement farm schools and elsewhere. The fruit-growing contest of the agricultural clubs resulted in the planting of thousands of fruit trees to be cared for by school pupils as a regular part of school work.

The Bureau of Education has a number of schools where all the activities of a well-regulated Philippine farm are carried on and where boys and girls are trained for successful farm life.

There are 138 of these schools which are classified (according to the aims and according to the kinds of work undertaken) as follows: agricultural schools, of which there are nine; farm schools, of which there are twelve; settlement farm schools, of which there are 117. In addition, there is the Central Luzon Agricultural School which has many special features because of its position as the Insular school where graduates of provincial farm schools receive special vocational training in agriculture.

An agricultural school is a boarding school located on a large farm where the pupils are subsisted by the Government. All of these schools are located in sparsely populated regions. They have greatly influenced the homesteading of public land in the neighborhood of the schools. Five new agricultural-school projects are being considered. The tract of land in Pampanga known as *La Granja* has been secured for a school farm. The town of Dingras, Ilocos Norte, has offered to turn over to the Bureau of Education 60 hectares of excellent land if an agricultural school is established on it. The following agricultural schools will soon be in operation: the Camarines Agricultural School with a 600-hectare site in the second to the largest undeveloped rice-growing region in Luzon; the Catarman Agricultural School adjacent to the largest area of rice land in the Visayas; and the Union Agricultural School. In addition to these schools, locations are

Fruit and
Other Economic
Trees

Farming

Agricultural
Schools

being considered for a fruit-growing school, a tobacco-growing school, a sugar-growing school, an abaca-growing school, and a coconut-growing school, all of which will be opened as rapidly as funds are available.

The Central Luzon Agricultural School is the largest Insular agricultural school. The following general outline gives an idea of what is being done there:

Central Luzon
Agricultural
School

Academic work of intermediate and of secondary grade is offered. The regular course in farming is given to pupils of intermediate attainments. Special secondary courses are given in agricultural education, in farm management, and in farm mechanics. Nearly three fourths of the present enrolment is made up of pupils of secondary attainments. Only boys are enrolled as boarding students. Each student is required to earn as many of his expenses as possible. Athletic activities are encouraged. Literary societies and a school band are special features. The student body is controlled largely by a community form of management. Practical methods are taught by having the students own many of the school enterprises, which include a cine, a general store, a bank, a printing press, and a sawmill. All student-owned projects are managed by students under the supervision of the superintendent. Credit associations are formed to encourage coöperation among the farmers of the locality. Much extension work is undertaken.

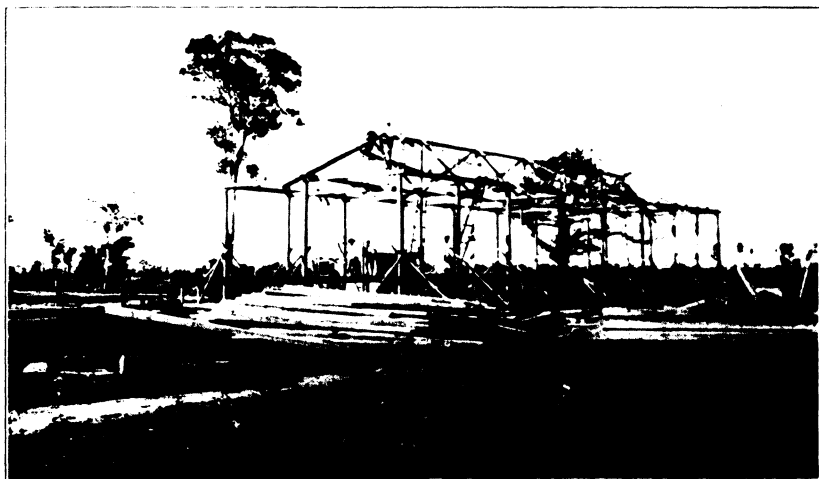
The Central Luzon Agricultural School is equipped to do the work of a large farm. The reservation includes 657 hectares. Irrigational facilities are now available for nearly one half of the reservation. During the last year financial assistance was provided for putting in a coöperative system of irrigation which will make it possible to irrigate the entire school farm. The school has a sawmill, a threshing machine, a rice mill, a cane mill, traction engines, and other equipment for large agricultural enterprises. The farm is equipped with work cattle, dairy cattle, breeding cattle, hogs, and poultry. A model farm and a normal training school are being developed to provide instruction for experienced teachers, who after a year of training will return to their provinces to take charge of agricultural projects.

School
Equipped
Like a
Large Farm

Among the more encouraging results of the efforts of the Central Luzon Agricultural School are the following:

Since 1909, 6,500 homesteads have been acquired near the school. Now, 180 hectares of school land are under cultivation. The production of last year was valued at ₱20,336.01, an increase of ₱9,444.66 over the production of the previous year.

Encouraging
Results



Students of the Central Luzon Agricultural School constructing a building on the Model Farm.



Practical road work.—Students of the Central Luzon Agricultural School putting in a concrete culvert.



The swimming pool at Trinidad Agricultural School made by the boys of the school.



Woodworking shop at Trinidad Farm School.

The vocational course in farming is given in agricultural and in farm schools. A farm school is a day school giving the farming course to boys and the housekeeping-and-household-arts course to girls, with a practical demonstration of farm life on a model farm, which ranges in size from 16 to 40 hectares. The purpose of a farm school is to provide practical farm experience for the boys and to correlate the home training of the girls with farm life and with farm resources. These schools have already become agricultural extension centers for the provinces.

**Farm
Schools**

One of the objects of agricultural education is to induce the mountain people to give up their roving habits and their *cainḡin* exploitation and to form rural communities in the valleys near

**Settlement
Farm
Schools**

their present homes. This desire caused the development of settlement farm schools. These schools offer instruction in primary subjects, and they are open all the year round. One half of each day is spent in the cultivation of the school farm, which ranges in size from 4 to 16 hectares. All crops belong to the pupils and are either consumed at the school or taken home to increase the food supply of the families. These schools form the nuclei of permanent settlements.

A large number of settlement farm schools established in the Department of Mindanao and Sulu are organized as the centers of settlements with a number of homesteads grouped round each school. Past experience with settlement farm schools indicates that very desirable results may be anticipated. The schools of this type are open twelve months of the year, and the pupils, who do practical farming in all grades, spend one half of each day in classroom work and the other half in farm work. Very productive farms have been developed. In many cases the school-grown foods sustain the parents of pupils for months at a time. Most of the teachers assigned to these schools have been trained at the Central Luzon Agricultural School.

The total number of hectares belonging to all the settlement farm schools now in operation is 1307.

The appropriations of the last two years has made it possible to consider the adoption of a permanent building scheme for agricultural schools. The need was urgent because the housing of these schools was inadequate. The unit type

**Farm
Buildings**

of buildings was adopted and plans for dormitories, for cottages, for shops, for stables, for offices, etc., were drawn and distributed. Because of the present high cost of material and of labor, it now costs about twice as much to erect a permanent building as it did four years ago.

The problem of taking the instruction given in the schools to the homes has been considered and much has been accomplished along this line. The best plan has been to require supervised home projects of boys. However, the value of bringing the people to the school farm has not been underestimated as may be seen in the statements relative to seed and to plant distributions.

Among the many examples of extension work may be cited (1) the increase in the cultivation of tobacco in Nueva Ecija as a result of the tobacco work at the Central Luzon Agricultural School and (2) the number of home poultry-raising projects which more than doubled last year. At Muñoz and at one or two other places the schools have taken the initiative in the organization of coöperative stores, of credit associations, and of coöperative schemes of irrigation among farmers living near the school. As the schools become better developed and as the teachers become more experienced, this feature of school work will be greatly extended.

Work in home gardening is probably the greatest means of reaching the people with agricultural propaganda. The number of home gardens last year was 103,668, which is almost double the number for the previous year. Besides the home gardens of pupils, there were numerous home projects of school agricultural-club members.

Fruit growing as a part of home extension work has been emphasized. School credit is given for fruit trees planted and cared for by pupils. Selected varieties of bananas, of papayas, and of pineapples have been widely distributed. Thousands of fruit trees and thousands of fruit-bearing plants have been cared for by pupils during the last year.

The table below gives an idea of the growth of home extension work since the school year 1913-14:

| Year | Home Gardens | Farm-Crop Projects | Fruit-Tree Projects | Hog and Poultry Projects |
|--------------|--------------|--------------------|---------------------|--------------------------|
| 1913-14..... | 41,642 | 4,300 | 160 | 6 |
| 1917-18..... | 103,668 | 11,671 | 2,635 | 6,115 |

The extension work in animal husbandry consists of (1) the placing of public breeding animals at the schools of agriculture, (2) the distribution (by exchange) of improved breeding stock, and (3) the promotion of home projects for which school credit is given.

The table below gives an idea of what was accomplished in the extension of animal husbandry during the school year 1917-18:

| 1917-18 | Agricultural Schools | Farm Schools | Settlement Farm Schools |
|--|----------------------|--------------|-------------------------|
| Pure-bred Berkshire boars now at | 6 | 10 | 20 |
| Nellore bulls now at | 2 | 1 | 1 |
| Cantonese chickens now at | 9 | 12 | 40 |
| Improved Hogs distributed to farmers by | 120 | 70 | 61 |
| Cantonese chickens distributed to farmers by | 1,200 | 3,681 | 734 |

In a few years the general effect will be apparent if the present policy of the free use of breeding boars is continued. An effort was made to get the Bureau of Agriculture to place public breeding boars at all farm schools and in all municipalities where pig-raising contests were organized. It is hoped that the plan of establishing provincial breeding stations fostered by the Bureau of Agriculture will develop until breeding animals are available in all municipalities where there are pig-raising clubs.

Farmers living near school farms have always received free distributions of seeds and of plants. Thousands of young plants of tomatoes, of eggplant, of cabbage, and of other garden vegetables are distributed annually from the seed beds of schools. Every intermediate school maintains plots of sweet potatoes and of legumes for the purpose of securing selected seeds and cuttings for free distribution. The Jolo school nursery distributed several thousand young trees and plants. The Lumbatan Agricultural School nursery distributed 10,000 coffee seedlings during the last year. There has been a remarkable increase in the production of desirable kinds of bananas, of papayas, and of pineapples as a result of the distribution of young plants by the schools.

Plants were made for the Central Luzon Agricultural School to distribute packages of selected papaya seed. These were sent free to all farm schools and to all agricultural schools. To help in the food campaign, two thousand cavans of selected rice seed were produced at the Central Luzon Agricultural School and were sold to the Department of Agriculture and Natural Resources for distribution.

A beginning was made in food conservation. Practical work in the dehydration of vegetables was done at the Central Luzon Agricultural School and it was demonstrated that it could be

Food Conservation done cheaply. The product kept in good condition for months, but deteriorated during the rainy season. The better preparation of food in order to eliminate waste in the homes was a feature which received much attention.

At many of the farm schools and at many of the agricultural schools, students under the supervision of teachers help the homesteaders located round the schools. This help has resulted in the steady development of homesteads. The **Homestead Supervision** homesteader has become better acquainted with the requirements of the Government and with the conditions he must meet in order to secure a title to his land. In many localities in Mindanao the supervision of the work of homesteaders is a regular duty of the teacher. This service entails larger responsibilities, but is well worth while.

The largest rural credit association in the Philippines is the one organized among the farmers in the vicinity of the Central Luzon Agricultural School. It is being directed largely by school officials. At the start it caused the withdrawal from that locality of usurers who made thousands of dollars each year buying in advance rice crops at figures that resulted in exorbitant rates of interest, often from 200 to 300 per cent.

The organization pamphlet was reissued and was distributed in sufficient quantities to supply the field. It was illustrated and contained complete instructions for the members of the boys' and the girls' agricultural clubs. **Boys' and Girls' Clubs**

Definite plans were made to increase the number of agricultural-club follow-ups to twenty on each subject. In all 120 follow-ups will be distributed during the school year 1918-19. **Follow-Ups**

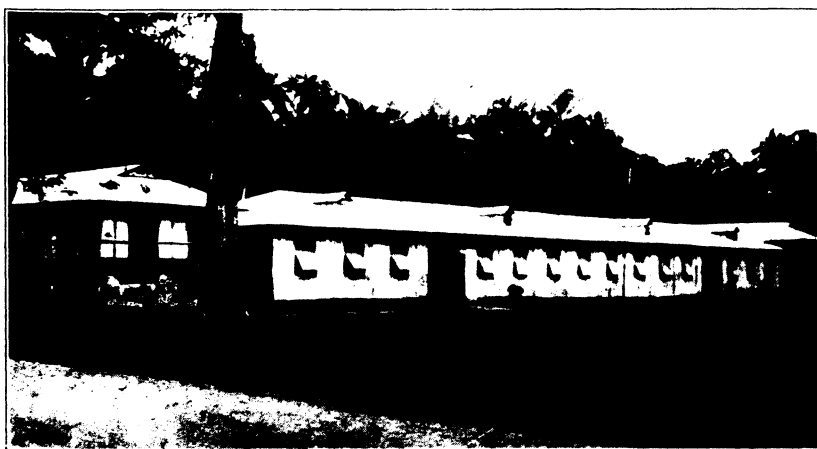
Uniforms were adopted for all club members, but the wearing of uniforms is not required.

Club Uniforms and Club Pins Club pins, similar to those used by the "Four H" clubs of the United States, were designed by this Office.

The clubs are now in their third year. The organization of 1,165 clubs in 1918 indicates progress in extension work. From the start club work has been popular with pupils and with parents. In most cases the enrolment was so large that there were not facilities enough for supervising the home projects properly. It is often necessary to deny pupils the privilege of



Pupils and people of the barrio of Valdefuente, Cabiao, Nueva Ecija, clearing the site for a new school.



Primary and Intermediate school at Baclayon, Bohol. A reconstructed building showing the Spanish type of school building.



Schoolboys at Talavera, Nueva Ecija, selecting lettuce seed for next season. School gardens make a practice of growing seed.



Members of pig club and their entries in the competition at the garden-day celebration in Bauan, Batangas. Pig-club members own 3,000 high-grade hogs.

entering the contests because not enough teachers are available to handle the home work and to give the necessary instruction in the school. It has been considered advisable to restrict the number of projects and thereby to insure well-developed ones.

The figures below give an idea of the increase in interest in agricultural clubs in one school year:

| | Enrolment | |
|----------------------|-----------|---------|
| | 1916-17 | 1917-18 |
| Gardening..... | 5,061 | 8,928 |
| Hog raising..... | 1,633 | 1,260 |
| Poultry raising..... | 4,271 | 4,286 |
| Fruit growing..... | 2,283 | 1,667 |
| Corn growing..... | 1,625 | 1,669 |
| Cooking..... | 120 | 365 |
| Total..... | 14,893 | 18,175 |

The average value of production of the forty-one winners in the provincial agricultural-club contests during the school year 1917-18 was ₦75.37. This is a material improvement over the average of ₦30 of the previous year. Eight of the winners raised products valued at more than ₦100 each.

The five largest producers received these returns for their labor: ₦538 (pig raising); ₦328 (pig raising); ₦225.16 (gardening); ₦211.07 (gardening); ₦150 (poultry).

Of the 41 winners of the club contests 14 raised vegetables, 9 raised pigs, 17 raised poultry, and 1 raised fruit.

The garden contest was the most popular club contest, probably because of the training that the teachers and the pupils have had in gardening.

A large number of pupils entered the poultry-raising contest, and in most cases the results were good. The effectiveness of poultry raising was greatly reduced in many divisions because it was impossible to obtain Cantonese chickens, which are best suited to this country. The Bureau of Agriculture was flooded with orders of club members for Cantonese chickens, but they could fill only about one hundred of them.

The pig-raising contest is very important, although it presents a number of difficulties. The initial expense is rather large and there is not always a supply of hog feed. During the school year 1917-18, 1,260 boys enrolled in the pig-raising contest. The effectiveness of the contest was greatly reduced because there are

no public breeding boars of desirable quality in many of the towns.¹

**Corn-Growing
Contest**

The enrolment in the corn-growing contest was not large, but the results were good.

In the fruit-growing contest the growing of papayas and of bananas is emphasized. The boys are required to grow one hundred trees of each of these fruits. The fruit-growing contest did not arouse the same amount of enthusiasm as did the other contests because the contestants have to wait longer for the returns of their labor. The enrolment was 1,467, and many thousands of banana and of papaya trees were planted.

**Fruit-Growing
Contest**

In the cooking contest instruction was given the girls in food preparation and in food conservation. The enrolment was limited to make sure that there would be facilities enough to give the instruction as outlined.

**Cooking
Contest**

For several years animal husbandry has been encouraged. Now improved range and dairy cattle, improved hogs, and improved chickens are found at a number of schools. Schools doing extensive field work in agriculture are provided with work animals. The proper care and the proper use of these animals are taught by actual field practice. At many settlement farm schools the people of the locality see the first practical examples of the use of animals in farm work. Club work has increased the number of animal projects.

**Animal
Husbandry**

Poultry work has been limited to the raising of Cantonese chickens. A number of schools have both school and home poultry projects and a large number of Cantonese chickens have been distributed among the people.

**Poultry
Projects**

The table below shows the growth of this work since the school year 1913-14:

| Year | Schools with Poultry | Chickens Owned | Home Projects | Cantonese Chickens Distributed | Chickens Raised |
|---------------|----------------------------|-------------------|------------------|--------------------------------------|--------------------|
| 1913-14 | 10 | 825 | 3 | 50 | 3,000 |
| 1917-18 | 60 | 51,448 | 4,748 | 8,241 | 133,440 |

¹ "One great thing accomplished is that the daughters of the rich who seemed to be delicate and who did not want to handle the food of hogs were entirely transformed after being enrolled in hog raising. They themselves prepare the food, feed their hogs, and clean the pens and the yards. They love the work and their animals. One father said that his daughters, who had been lazy, now wake up early in the morning and go to attend their hogs—they love to care for them."—Supervising teacher, Agno, Pangasinan.

Hog-raising projects have been established at most schools doing special work in agriculture. Many of these schools keep public breeding boars, no charge being made for the services of these animals. The Central Luzon Agricultural School, the Lagangilang Agricultural School, and the settlement farm schools in Nueva Vizcaya have produced much of the meat consumed in the school mess.

**Hog-Raising
Projects**

The figures below indicate the growth of hog-raising projects since the school year 1913-14:

| Year | Hogs Owned | Public Breeding Boars | Hogs Raised | Home Projects |
|--------------|------------|-----------------------|-------------|---------------|
| 1913-14..... | 80 | 8 | 200 | 2 |
| 1917-18..... | 3,276 | 27 | 7,735 | 1,367 |

Cattle raising receives attention in the schools of agriculture. Range cattle run with Nellore bulls at the Mailag Agricultural School and at the Central Luzon Agricultural School. The Trinidad Agricultural School has a herd of range cattle, and the Central Luzon Agricultural School has a herd of dairy cattle. Four schools have range cattle, three schools have registered bulls, eighty schools have work bullocks, and forty-six schools have carabaos.

**Cattle
Projects**

The table below gives an idea of the growth of interest in cattle raising since the school year 1913-14:

| Year | Range Cattle | Dairy Cattle | Work Cattle | Carabaos | Horses |
|--------------|--------------|--------------|-------------|----------|--------|
| 1913-14..... | 1 | ----- | 60 | 15 | 3 |
| 1917-18..... | 94 | 10 | 124 | 176 | 3 |

There have been few instances of failure on the part of the people to support the work of the schools of agriculture. Land has been given, animals have been loaned, and buildings have been constructed free of charge. There is a constant demand for farm schools. Legislation which will provide funds enough to meet this increasing demand for agricultural instruction is now under consideration.

**Coöperation of
the People**

The sericultural project which has been conducted for several years at the Batac Farm School is to be abandoned. While all work in the production of silk was done by pupils under the guidance of teachers trained by silk experts of the Bureau of Science, it was not possible to produce a marketable quality in sufficient quantity

Sericulture

to make its production profitable. A fair grade of raw silk was produced, but no market could be found for it in the quantity available. To sell the raw silk, the school found it necessary to make coarse thread out of it. In this form the silk found a limited market among local weavers. Apparently many difficulties other than those of production will have to be overcome before sericulture will be profitable in the Philippines.

When schools were established among the Moros on the islands of the Sulu group, the question of suitable industrial training offered new problems. The islands inhabited by these people, who have for centuries been sea rovers, provided few facilities for the cultivation of crops. Sea gardening was therefore introduced into the schools. Training in the preparation of trepang, of sponges, and of shells for the market has been given the pupils. The schools have sea gardens in which attention is given the culture of marketable sea products, especially of certain kinds of sponges.

**General
Statistics**

The tables below give an idea of the growth of school agricultural work during the last four years:

| Number of— | | 1914-15 | 1917-18 |
|------------------------------|--|---------|---------|
| School gardens..... | | 3,280 | 4,023 |
| Home gardens..... | | 45,689 | 103,668 |
| Agricultural schools..... | | 4 | 9 |
| Farm schools..... | | 8 | 12 |
| Settlement farm schools..... | | 47 | 117 |
| Garden days..... | | 1,423 | 1,340 |
| Agricultural clubs..... | | | 1,165 |

| Number of hectares cultivated— | | 1914-15 | 1917-18 |
|---------------------------------|--|---------|---------|
| At agricultural schools..... | | 266 | 301 |
| At farm schools..... | | 53 | 101 |
| At settlement farm schools..... | | 112 | 436 |
| In school and home gardens..... | | 541 | 1,649 |
| By agricultural clubs..... | | | 122 |

| Enrolment in— | 1915-16 | | 1917-18 | |
|---|---------|-------|---------|--------|
| | Boys | Girls | Boys | Girls |
| Agricultural schools..... | 558 | 55 | 1,376 | 97 |
| Farm schools..... | 1,117 | 365 | 1,658 | 695 |
| Settlement farm schools..... | 3,302 | 1,141 | 5,013 | 2,251 |
| Gardening..... | 64,117 | 2,000 | 98,970 | 10,286 |
| Agricultural clubs..... | | | 14,550 | 3,425 |
| Home projects, including clubs, home gardening, and home farm projects..... | 53,932 | 148 | 115,676 | 7,460 |

The number (4,023) of school gardens in 1917-18 represents an increase of 163, or 4 per cent, over the number of school gardens in 1916-17.

Summary

The number (103,668) of home gardens repre-

sents an increase of 49,013, or 89 per cent, over the number of home gardens in 1916-17.

The number (34,931) of farmers exhibiting at garden-day celebrations represents an increase of 10,000, or 40 per cent, over the number of farmers exhibiting at garden-day celebrations in 1916-17.

The number (1,649) of hectares cultivated in gardens represents an increase of 625, or 127 per cent, over the number of hectares cultivated in 1916-17.

The total value (₦221,545.10) of production in gardens represents an increase of ₦148,393.27, or 202 per cent, over the total value in 1916-17.

The number (102,239) of pupils who took gardening in 1917-18 represents an increase of 29,598, or 41 per cent, over the number of pupils who took gardening in 1916-17.

The number (18,160) of club members represents an increase of 3,387, or 23 per cent, over the number of club members in 1916-17.

The number (122) of hectares cultivated represents an increase of 45, or 60 per cent, over the number of hectares cultivated in 1916-17.

The total value (₦88,742.39) of production of clubs represents an increase of ₦52,148, or 142 per cent, over the value of production in 1916-17.

The average value of production of 14,770 agricultural-club members was ₦6.22.

The number (838) of hectares cultivated at farm and agricultural schools represents an increase of 195, or 30 per cent, over the number of hectares cultivated in 1916-17.

The total value (₦105,818.77) of production of farm and agricultural schools represents an increase of ₦52,260.35, or 28 per cent, over the value of production in 1916-17.

The number (2,609) of hectares cultivated by schoolboys who secured a production of ₦416,106.25 represents an average production of ₦161 a hectare.

The number of pupils who at sometime during the year engaged in the production of crops was 131,990, and the average value of production was ₦4.

The number of pupils attending the farm schools was 10,978, and the average value of production was ₦10.

The average value of production of the 41 winners in the agricultural-club contests was ₦75.37.

On March 31, 1918, school pupils owned 3,275 hogs and 51,448 chickens.

INDUSTRIAL INSTRUCTION

During 1918 the course of study in industrial subjects was subjected to but few changes, the most important of which were the introduction of domestic science into the first year of a few high schools and a slight reduction in the amount of industrial work required of girls in the primary grades.

Changes in
Course of
Study

Since the market for many industrial articles had been curtailed by conditions incident to the war, it was decided to make quality of work, rather than quantity of production, the aim.

More
Emphasis on
Quality of
Work

The pupils, who at the beginning of the year had been made to understand that their work would not be accepted on orders unless it was of an exceptionally high standard, put forth their best efforts. The result was that more industrial articles of high quality were received during 1918 by the General Sales Department of the Bureau of Education than ever before.

Since the bulk of the output in basketry is so large as compared with its value, exporters have found it unprofitable to handle basketwork when freight rates are so high. Therefore, one of the most trying industrial problems of the year was to limit the output in basketry and at the same time to continue enough of the work to make it possible to extend the teaching of this craft when freight rates go down.

Basketry
Problem

To limit the output in basketry, it was decided (1) to give export basketry only to boys of the fourth and of the fifth grade, (2) to accept on orders only basketwork of the highest quality, (3) to increase the enrolment of pupils in the classes in gardening, (4) to increase the membership of agricultural clubs, and (5) to increase the enrolment of pupils in the classes in bamboo-rattan furniture making.

Limiting the
Output

Besides helping to limit the production of baskets, the increase in the enrolment of pupils in the classes in gardening and the increase in the membership of agricultural clubs added interest to the Bureau of Education food-production campaign.

Among the problems encountered in 1918 was that of keeping the industrial classes supplied with suitable materials and with adequate equipment. It was almost impossible to obtain imported materials for the classes in lace making and for the classes in embroidery, and it was even difficult to obtain at reasonable prices native

Other
Problems

materials for the classes in basketry. When imported materials were obtainable, the prices were so exorbitant as to be almost prohibitory. The work of sewing classes was hampered because it was almost impossible to obtain scissors, thimbles, and other equipment at prices within the reach of the average pupil. Practical work in domestic-science classes was much impeded because of the difficulty of obtaining imported kitchen supplies.

Industrial work in Philippine schools aims (1) to inculcate in the minds of the pupils a sympathetic attitude toward labor, (2) to encourage industrious habits, (3) to teach the fundamentals of good craftsmanship, and (4) to teach trades by the use of which pupils may earn a livelihood after they leave school.

**Aims of
Industrial
Work**

It is being realized more and more that the pedagogical side of industrial instruction is quite as valuable as the commercial side and that the money that a child makes out of the work done at school is of minor importance as compared with such fundamental character-building elements as industrious habits, sympathy for

**Output in
Character and
in Money**

labor, need of cleanliness, etc. Yet it is felt that an endeavor should be made to increase the total value of the output in school crafts in order to instil in pupils the value of efficiency. Among the means that have been effectively employed in a few places to this end are: (1) the setting of minimum requirements, (2) the scheduling of work to be completed within definite time limits, and (3) the giving of speed tests at frequent intervals.

The following crafts were taught in the schools during the last year: embroidery, bobbin lace making (including the making of torchon, clunny, and Valenciennes), filet lace making,

**Courses
Taught**

making of crocheted lace, cooking and house-keeping, sewing, elementary handweaving, hat making, mat making (including the making of coir doormats), slipper making, loom weaving, bamboo-rattan furniture making, municipal-shop work, trade-school and provincial-shop work, school and home gardening, farm and agricultural work, and work connected with agricultural clubs.

Compilations for the year 1918 show that industrial work in five or more of the standardized courses was taught in practically all of the school divisions. Nearly all of the boys and girls of the primary and of the intermediate grades engaged in some form of industrial work, and about 600 girls in the first year of the secondary course took domestic science.

Those in the field are kept informed of the progress of industrial work by circulars, by technical bulletins, and by other publications sent out by the General Office. The industrial section of the *Philippine Education*, material for which section is prepared in the General Office, contains items of interest on the industrial work in the different sections of the Islands.

**Industrial
News**

During 1918 the textbook on housekeeping was revised. The first manuscript for a manual on embroidery has been completed and will soon be ready for the printer. The work on the first manuscript for a manual on hand-weaving will be completed soon.

Publications

Nearly all of the supervision of industrial work is done by division industrial supervisors, most of whom now are Filipinos. Traveling industrial teachers, trained in one or more of the crafts taught in the schools, are sent out from the General Office to render assistance in the teaching and in the supervision of the work. The services of these teachers make up to some extent for the supervision once given by general industrial supervisors sent out by the General Office. This sort of supervision has been found inexpensive and has been found so effective that it will probably become more and more general.

**Industrial
Supervision**

During the year the activities of the General Sales Department have been confined more to the disposal of accumulated stocks than to the stimulation of production. The grand total of sales of embroidery, basketry, and lace was ₱176,016.50, which included ₱99,033.06 worth of embroidery, ₱56,811.62 worth of basketwork, and ₱20,171.82 worth of lace. Orders for industrial articles were received by the General Sales Department from Philippine and from foreign firms to the amount of ₱62,267.98. The total value of orders accepted by the schools was ₱121,309.71. The total value of articles received from the schools was ₱154,118.88, which included ₱78,189.93 worth of embroidery, ₱43,729.13 worth of basketry, ₱18,261.68 worth of bobbin and filet lace, ₱8,419.71 worth of crochet lace, ₱1,994.20 worth of slippers, ₱1,363.90 worth of coir mats, ₱721.06 worth of other mats. The total value of articles received from the schools during July, 1918, was ₱39,260.19.

**General
Sales
Department**

The General Sales Department maintains two stores—a whole-sale store and a retail store. The value of sales in the whole-sale store was nearly ₱150,000 and the value of sales in the retail store was nearly ₱30,000. The output in embroidery

sold better than the output in any of the other school crafts because it could be exported by parcels post, and parcels-post rates were no higher during the war than before. The output in embroidery consisted mainly of lingerie and of handkerchiefs. Among baskets the best sellers were: waste-paper baskets, desk baskets, buntal and coiled-abaca baskets. Many abaca slippers of high-grade workmanship and of attractive colors were received from the schools and they were much in demand at the salesrooms.

Orders for thousands of yards of Valenciennes lace were refused because all pupils able to do work as difficult as this were engaged on an order of an American firm for 30,000 yards.

Since torchon and cluny laces are made in China
 Orders for lower prices than they can be made for in the
 Philippines, the demand for these has been small.

Although filet lace is also made in China, the demand here has remained fairly good. .

The number of orders received by the General Sales Department from commercial houses has been smaller this year than last. The commercial houses have not cared to stock up heavily because of the high prices of materials, because of the high freight rates, and because of the uncertainty of conditions. The General Sales Department has lost a number of orders because it has not been able to guarantee delivery on certain dates.

It was the policy in 1918 not to place orders in the field for more work than could be well done. As a consequence no attempt has been made to force orders on any division. Most of the orders placed in the field have been for articles already in stock. A few orders, however, have been placed for commercial houses which wanted goods made after some special design.

A large American commercial house, which has been placing orders with the Sales Department ever since it was first organized and which has not been discouraged by the inability of the Sales Department to make deliveries at specified times, placed larger orders in 1918 than ever before for deliveries on indefinite dates. This shows that it is possible for the Sales Department to please the buyer, if the buyer is not too insistent on delivery on definite dates.

Due to the placing of more emphasis on quality of work, the
 General Sales Department rejected fewer articles
 . Decrease in Number of Rejections during 1918 than ever before during the same length of time.

Although several household embroidery centers are yet under the control of the Bureau of Education and although a few new ones have been started, the number of these centers has de-

**Household
Centers** creased, because it is the policy of the Bureau to turn them over to private concerns after they have become well established.

Besides establishing embroidery centers, the Bureau is handling much of the output of a few household centers engaged in the making of pandan embroidery containers. This is being done not only for the convenience of the centers but also for the convenience of Manila embroidery houses.

**Industrial
Work
for Boys** Besides gardening and agricultural activities, the industrial work for boys includes elementary handweaving, basketry, hat making, mat making, and slipper making, bamboo-rattan furniture making, elementary woodwork- ing, and trade-school work.

Either elementary handweaving of buri, pandan, or sedge strips or elementary handweaving of bamboo splints was taught to nearly 80,000 pupils. The exercises in the weaving of soft and of hard strips were revised so as to include the making of articles that would be useful to pupils in their homes.

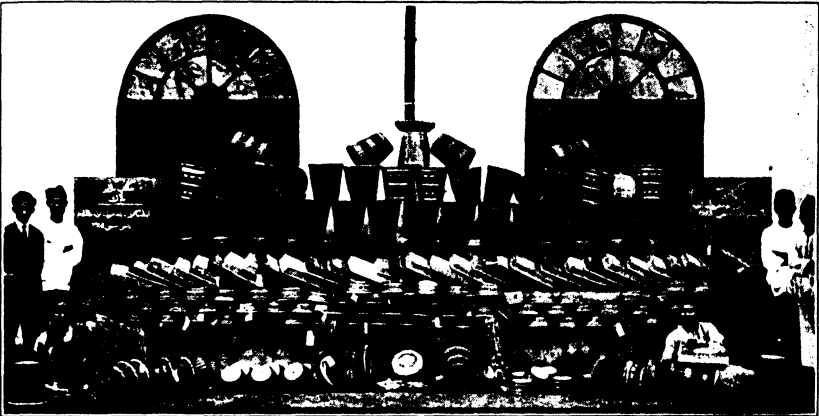
**Elementary
Handweaving**

Perhaps no other course is of greater practical value to the average schoolboy than basketry. In collecting the materials of which the basket is made, he becomes familiar with the plants growing in his locality and he learns the value of the materials obtained from these plants. He learns the essential characteristics of prime materials and he learns to select and to prepare them. He learns the value of suitable tools and he learns how to care for them. He learns the necessity of working according to instructions. He learns the value of accuracy and of uniformity. He learns weaving. He learns something of designing and he learns how to place designs. He learns to choose colors and he learns how to mix them to make other colors.

Basketry

The work in basketry while carried on within much narrower limits than for a number of years has been highly satisfactory from the standpoint of excellence of output. The schools have never produced so many high-grade baskets made after standard specifications. This has been an exceptionally good year for the small ornamental basket of buntal and abaca fiber.

More than 46,000 primary boys and more than 8,000 intermediate boys made baskets of some sort during the year. The number of boys taking basketry is less than for several years for reasons already mentioned.



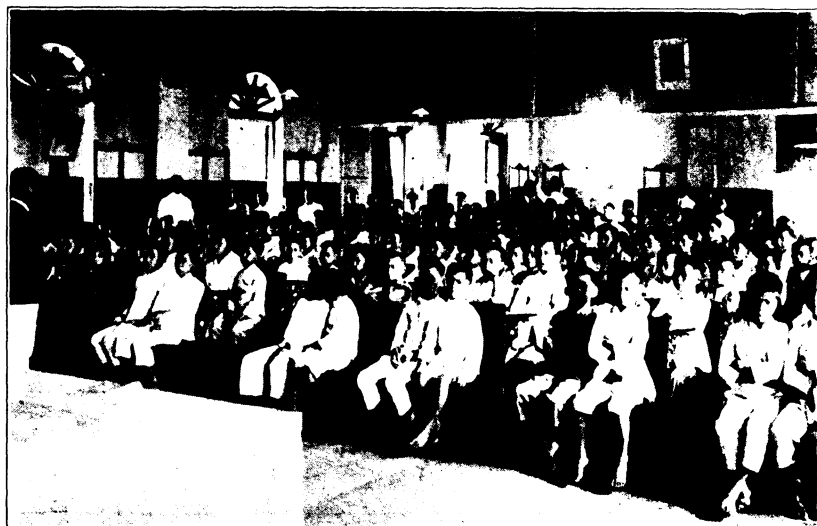
Two hundred baskets of nine Philippine designs made by students in the Malay Training College, Malacca, under the direction of a Filipino teacher. An evidence of the influence of the Philippine public schools in the Far East.



Students of the Malay Training College, Malacca, where Philippine basketry has been introduced as the result of a visit to the Philippines of the assistant director of education of the Federated Malay States.



A fifth-standard class of the Anglo-Chinese School at Penang. The Filipino teacher in charge is conducting a lesson in conversational English.



A Filipino teacher in charge of a class in music at the Anglo-Chinese School, Penang. In this school are five Filipino teachers.



The work in this course is begun in the second or in the third grade at the discretion of the division superintendent. It includes the making of baskets which are of use in the home or which are suitable for export trade. Although basketry was taught in 42 divisions during the year, comparatively few baskets were sent to Manila for export trade.

The output in basketry during 1918 was valued at more than ₱58,000.

Kind of Baskets Made Hat making was taught in 12 divisions, to 4,955 primary pupils and to 509 intermediate pupils. Most of the output was sold locally.

Mat Making Mat making was taught in 13 divisions. The work was confined mostly to the making of coir mats, but a few buri mats and a few tikug mats have been made.

Slipper Making Slipper making was taught in 12 divisions, to approximately 900 primary pupils and to about 300 intermediate pupils. In some schools girls have taken this work because it involves the use of the needle. Most of the output in slipper making has been disposed of locally.

The most popular slippers are the fancy and daintily colored slippers without heels. They are made of abaca fiber, with uppers in needle-point lace stitch and with soles of braided fiber.

Bamboo-rattan furniture making probably appeals to the people as much as any other industrial course for boys, and the output of few industrial courses fills a more decided need.

Bamboo-Rattan Furniture Making Although the teaching of this craft was extended during 1918, it is still taught only in a comparatively few places because of the scarcity in most localities of suitable rattan. It was taught in 25 divisions, to more than 1,500 primary pupils and to about 1,600 intermediate pupils. This work as a school craft has reached its highest development in Lopez, Tayabas, where 56 primary and 93 intermediate pupils took the work and produced furniture to the value of more than ₱1,450.

Elementary woodworking was taught in 23 divisions, to about 1,500 primary and to more than 5,600 intermediate pupils. Due to the enrolment of younger pupils in the primary grades from year to year, the number of schools offering instruction in woodworking to primary children is steadily decreasing.

Elementary Woodworking

During the year 34 trade schools and provincial shops have been in operation with a total enrolment of about 3,200 pupils, most of whom were in intermediate grades. In these schools

**Trade Schools
and Provincial
Shops**

more emphasis has been placed on woodworking than on ironworking. The total output of these schools for 1918 was valued at nearly ₱260,000 and the profit on the work was something more than ₱28,000. The industrial work of these schools has been impeded because the shops have not been able to obtain repair parts from Manila, where dealers have kept in stock only the most essential parts.

In general, the industrial work for girls includes plain sewing, cooking and housekeeping, embroidery, and lace making. In

**Industrial
Work for
Girls**

some divisions elementary handweaving is taught to girls in the lower primary grades; in some divisions hat and slipper making are taught to a few girls in intermediate grades; and in some divisions home gardening is taken by a few girls.

Judging from the number of pupils enrolled in plain sewing, from the zeal with which the pupils take hold of the work, and from the improvement in the dress of schoolgirls

Plain Sewing

and of their home folks, it may be stated without fear of contradiction that plain sewing is the most popular and at the same time the most practical of any of the industrial courses prescribed for girls.

Although there are naturally some variations in the efficiency of instruction in plain sewing, the quality of the work of plain-sewing classes is steadily improving and has already reached a remarkably high degree of excellence. About 115,000 girls of nearly 900 municipalities were enrolled in plain-sewing classes last year.

So successfully has this course been taught that there are few schoolgirls in the Philippines who are not wearing dresses made by themselves and there are few families who do not use Bureau of Education patterns, which are revised from year to year to meet the changing dictates of fashions. As a result of the teaching of this course, the dress of the average schoolgirl has been much improved during the last ten years.

During the last year most of the time for practice work in plain sewing was devoted to the making of garments for refugee children and to the making of hospital supplies. In some places

**Red Cross
Work in
Plain-Sewing
Classes**

the girls have been assisted in this work by boys who did much of the cutting. Out of the thousands and thousands of articles made for the Red Cross in the schools, only a comparatively few had to be altered

after being received in Manila. This speaks well for the efficiency of instruction in sewing classes.

Plain sewing is started in the first or in the second grade. It is taught in all intermediate grades and in those secondary schools which give the domestic-science course. Plain sewing has been taught to nearly 100,000 primary pupils, to about 15,000 intermediate pupils, and to more than 300 secondary pupils.

Of the commercial work done by public-school girls, embroidery continues to be the most important. Most of the work has been of the typical Philippine variety which is known in other

countries as French embroidery, but some mosaic
Embroidery work and some Italian cutwork has been done.

Most of the time of classes in embroidery has been devoted to the embroidery of undergarments, because exporters seem to be more interested in the purchase of articles of this kind. However, thousands of handkerchiefs, much table linen, and many articles of baby clothing have been embroidered.

The work in embroidery is classified as sampler work or as commercial work. Sampler work is of two kinds—elementary and advanced. The elementary sampler work must be done by the girls of the third and of the fourth grade before they are permitted to do even the simplest commercial work, and advanced sampler work must be done by the girls of intermediate grades before they are permitted to do commercial work of an advanced nature. During the year embroidery was taught in nearly every division to nearly 29,000 primary pupils, to about 14,500 intermediate pupils, and to more than 650 secondary pupils. The number of pupils who did elementary sampler work was nearly 38,000.

As commercial work for girls bobbin lace making is second in importance to embroidery. It was taught in 23 divisions, to more than 6,000 primary pupils. The estimated value of the output in this craft in 1918 was \$11,200.

Bobbin Lace Most of the lace has been of two designs and of the variety known as Valenciennes, which was introduced into Philippine public schools two or three years ago.

Although a very large percentage of schoolgirls know how to crochet, the making of Irish crochet lace was
Irish Crochet Lace taught in 6 divisions, to more than 1,200 primary pupils and to more than 100 intermediate pupils.

More than 14,000 primary and more than 4,000 intermediate pupils engaged in lace making of the three general classes (bob-

bin, crochet, filet) and produced lace to the value of nearly ₱29,000.

Loom weaving is not carried on very extensively in the schools because the looms take up so much space. It was taught last year in 5 divisions, to more than 200 pupils, most of whom were in the primary grades. Most of the loom weaving is done by Igorot schoolgirls in the Mountain Province. The output in this craft consists mainly of cloth some of which the girls use to make their dresses and the rest of which they sell in the locality. Bags, pillow covers, and bedspreads are also made in a variety of attractive colors and designs to the value of hundreds of pesos. Loom weaving has been retarded to some extent this year because it has been impossible to obtain yarns of certain desirable shades and because the price of yarn has been so high as to greatly limit the sale of articles produced.

Cooking and housekeeping is also a very popular course. In most places it was offered only in the intermediate grades and the girls who took it range in age from 12 to 15 years. More than 6,000 primary and more than 14,600 intermediate pupils of 40 divisions were enrolled in the course last year. In at least nine divisions only intermediate pupils were assigned to it. The teaching of cooking is doing much to increase the variety of food, to add to the number of desirable recipes in general use, and to improve the diet of the average family. The improved sanitary conditions of many homes and the gradual lowering of the death rate among infants are due in large measure to the lessons on hygiene given in connection with cooking and housekeeping.

Filet lace making was taught in 11 provinces, to more than 1,800 primary pupils and to more than 500 intermediate pupils. Much of the output has been in short lengths and of the narrower widths. In spite of the large production of filet lace in China, the demand has been great enough to keep Bureau of Education stocks of it low.

ACADEMIC INSTRUCTION

Although the teaching of practical vocational subjects is necessary in the Philippines, it must not be forgotten that the making of the Filipino people literate in a common language is the chief duty of the public schools. In fact, English is itself a vocational subject in a broad sense. A knowledge of written English and of spoken English is often the chief demand of the employer.

**A People
Literate in a
Common
Language
the First Aim
of Public Schools**

A great advance in academic instruction has taken place since the day Filipino teachers studied each afternoon that which they were to teach the next day. The development of teachers, the

Advance in
Academic
Instruction

publication of courses of study, the organization of an effective system of supervision, and the increased amount of attention given to methods of

conducting classes, have resulted in great improvement in academic work. This improvement is reflected in the percentages of promotions, in the determination of which academic work is the factor of most weight. On the basis of pupils enrolled during 1918, the increase in percentage of promotions over 1917 was 5 per cent. The year 1918 saw the following improvements over the year 1912: Five more pupils in each hundred remained in school throughout the school year; five more pupils in each hundred were in school every day; and twelve more pupils in each hundred were promoted. In the primary grades the rate of improvement was greatest in the first grade, where improvement is most desired. The large increase in percentages of promotions for the intermediate grades is probably evidence of the increased attention given to this work during the school year. For some time it has been recognized that the intermediate school is perhaps the weakest point in the system in the efficiency of academic work. In the secondary course the percentage of pupils promoted decreased in the second and in the fourth year, and increased in the first and in the third year.

The improvement in academic instruction was also due to the attention which has been given to the spoken word. An attempt has been made to make beginning pupils approach their

Importance of
Spoken English

studies from as near as possible the same angle as pupils whose mother tongue is English. To bring this about, talking has been emphasized,

especially during the first few weeks of the school year. No attempt is made to have beginning pupils read and, after reading has been begun, the speaking vocabulary is kept ahead of the reading vocabulary. There are many educators who say that formal reading is given too much importance in American schools. In the Philippine schools this is much more likely to be true because in the Philippines (on account of the difference in the situation) reading should be subordinated to training in the use of spoken English. The proper handling of oral speech demands resourcefulness on the part of the teacher, and often the demand is not satisfactorily met. The results even though imperfect are nevertheless superior to those obtained when over-emphasis is placed on reading.

The greatest defect in the methods of teaching the academic

subjects—a defect especially liable to appear when new ideas are introduced—is the tendency to make methods of instruction mechanical. This tendency is due to the old idea of teachers in demanding from the pupil a finished product rather than more activity and a less perfect result. There are still those who are more anxious to obtain from the pupil the proper use of words than the proper comprehension of ideas. Some have not yet seen that it is possible to get a perfect product by means of methods which lead to little development of the pupil.

Organization of method is necessary, but too minute an organization of details, especially as to the more or less mechanical matters connected with instruction, obscures large ideas as to aims and methods. It is these ideals however, rather than detailed organization, that should be uppermost in the minds of teachers. Teachers' meetings and teachers' conferences fail to be effective if the time is taken up by the discussion of such details as the arrangement of a teacher's table or other similar matters of slight import. It is believed that the time has come when supervisors and principals must give attention to the discussion with their teachers of broad ideas of aim and of method and must place on the teachers the responsibility for working out details. It is expected that this procedure will result in many errors, but it is believed to be the only way in which instructors can develop teaching power. The immediate result will not be as perfect a product as can be secured by the more mechanical methods which have been in effect in some places. The ultimate result, however, will be infinitely more valuable. It is planned to emphasize at the 1919 Teachers' Vacation Assembly and at division normal institutes the necessity of placing the mechanical details in a subordinate position and of emphasizing the vital points that need to be considered in improving academic work.

During each year of his school life, a pupil should get instruction in how to study. Proper methods of study are perhaps the most valuable lessons that can be acquired at school. In the Philippines, from the beginning of the public-school system, too much home work has been done by pupils. As a result, in many cases, studies are carried on under unfavorable conditions, and bad habits of study are formed. The general introduction of the two-division program into the primary grades in recent years has solved the problem of home study for the first four years of the elementary course. Experiments in dividing the forty-minute period in the

**Mechanical
Methods**

**Discussion
of Aim and of
Method Needed**

**Teaching
Pupils to
Study**

intermediate school into a twenty-five-minute recitation period and a fifteen-minute study period have been made in some places, and the change promises to be successful or at least to deserve further trial. In the intermediate school the length of the day's program makes it necessary for students to do much of their work at home. To lessen the amount of home work of intermediate pupils, the extension of the plan of dividing the period is recommended for trial.

In the secondary school the program is short and students can get most of their lessons under supervision in the school building. Two conditions—lack of room and lack of teachers—in many schools make it difficult to have enough study periods. Wherever possible, however, it should be arranged to give secondary students three or four study periods in the schoolroom under the supervision of a teacher. Where this is impossible, it is suggested that the plan of lengthening recitation periods and of spending part of the time in study under the direction of a teacher be considered. One of the greatest recognized needs of public schools today is more attention to the formation of good habits of study by pupils. This need is great in the Philippine Islands and every effort should be put forth to improve conditions in this respect.

Theoretically this Office does not believe in giving general examinations for the entire Philippine school system, but practically this seems necessary. It is thoroughly recognized, however, that some teachers are inclined to place too much emphasis on examinations so that there is danger of the work of the entire year being planned with the idea of passing the final written tests. The complexity of the system of giving examinations, however, has been somewhat lessened during recent years; the number of sets of examination questions prepared in the General Office has been decreased, and greater responsibility has been placed on division superintendents. The decentralization of the system of giving examinations should continue, but not to the point where it will result in a general lowering of the effectiveness of instruction. The marking of examination papers, judging from the secondary papers reviewed in the General Office in 1918, is remarkably uniform except in regard to the correction of errors in English where carelessness on the part of some teachers is shown.

During the year copies of the Thorndike and of the Ayres handwriting scales were distributed. In several divisions extensive use was made of these scales in grading the writing of pupils. Various educational questions were investigated by

**Handwriting
Scores and
Investigations** superintendents and by principals. In a number of divisions careful comparison was made of the work done in the first year of the high school by graduates of the different intermediate schools.

SCHOOL LIBRARIES

In the Philippines as well as in other countries the Great War has stimulated reading. In a time of such momentous affairs no one can afford to be uninformed about events which are vital to the safety of humanity. The *Philippine News Review* emphasized war activities throughout the year. Current events were given much more attention in classes in history and in other subjects. Many United States publications dealing with the war and with other subjects have been distributed, among them *School Life*, *National School Service*, *Lessons in Community and National Life*, and various war-information pamphlets.

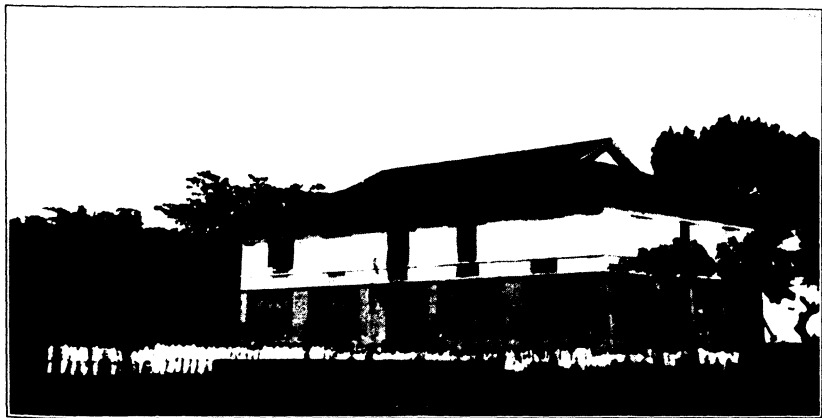
**Current
Events** School libraries have played their part in furnishing reading matter on war activities. Important pamphlets have been placed on the shelves of school libraries, and more current magazines and more periodicals have been subscribed to by libraries than ever before. Every impetus given to reading must be taken advantage of by the school library, and the increase in libraries and in the number of books during the last year shows that those who have cultivated the reading habit during the war will be given an opportunity to keep it up after the war. The number of school libraries was 1,084 in December, 1917, and 1,729 in December, 1918—an increase of 645. During the same period the number of books increased by 96,575 as compared with an increase of 42,006 for the year before. That interest in current events has greatly increased is shown by the fact that the number of periodicals subscribed to by school libraries was 1,628 greater than in 1917. The number of outsiders availing themselves of the use of school libraries increased to some extent. The development of the school library as a library serving the entire community is bound to be slow, but it is an important function because the school library must pave the way for the public library that will come in the future.

Professional libraries for supervisors and for teachers have been started in all divisions either as a part of the office of the division superintendent or as a part of the high-school library.

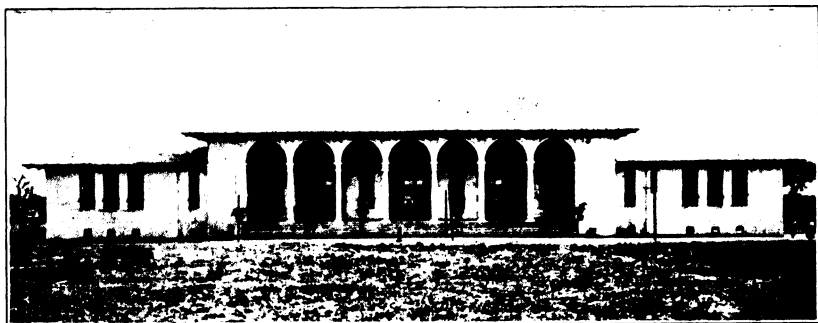
**Professional
Libraries** In many intermediate and in many primary schools books for the use of teachers have been collected. A reading course designed for all



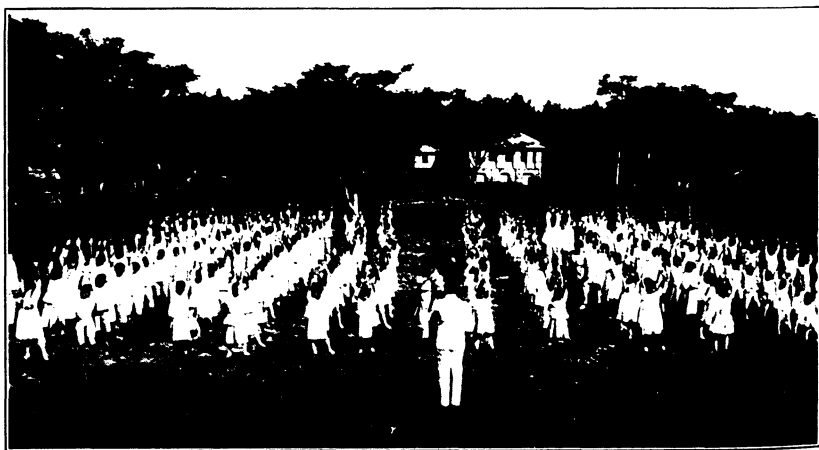
Teachers at Bohol Normal Institute forming for procession on Rizal's birthday. Trade School in background.



Lowering the flag at the Duero School in Bohol.



Rizal Primary School, Manila. The building is built round an open court and contains nineteen classrooms.



School children taking calisthenic exercise to victrola music, Pontevedra, Occidental Negros.

instructors in intermediate schools has stimulated professional reading among teachers.

While the growth of professional reading is encouraging, much yet remains to be done before American and Filipino teachers, as a whole, do enough careful reading with the aim of improving the service they render. Like all professions, teaching requires constant reading of books and of periodicals in order to keep abreast with the times. Some of the teachers, some of the supervisors, and some of the division superintendents do not fully recognize the need of such reading. Those who do not interest themselves in their own professional improvement through the reading of literature on school administration and on school instruction, have fallen behind or will fall behind in their profession. The present is the time when some of the greatest changes that have ever occurred in the theory and practice of education are in process of accomplishment. The teacher, the supervisor, or the superintendent who remains outside the current of these movements is missing the opportunity to make his service of greatest value. One of the most significant tests of the value which a teacher places on his service is the amount of professional reading he does.

During the year a revision of two parts of Bulletin No. 44, *Libraries for Philippine Public Schools*, was made. Fifteen hundred copies of *Books and Pictures for Primary Grades* and one thousand copies of *Books and Pictures for Intermediate Grades* were mimeographed. The revision of Library Bulletin included, besides the addition of the names of new books, the consolidation of the original lists and of the supplementary lists issued later. The distribution of these was necessary because the supply of these publications had been exhausted.

Permission was obtained during the year to purchase books with public funds without securing special authority, provided the books purchased are listed in the library bulletin.

There is much poor reading material in many of the school libraries, but the schools are not always responsible for its presence. A great need is now felt for books that are of more interest to pupils and that furnish easy reading for the pupils in the grade for which the books are intended. In some of the divisions the movement to secure a library for each grade has met with success, and it should be continued.

During 1918 an elementary course in library practice from

the standpoint of the public school was given to those enrolled in the class for supervisors and principals at the Philippine Normal School. At the University of the Philippines the course in library training was more popular than ever before. During the next school year, all seniors at the Philippine Normal School will receive a brief course of training in the management of school libraries.

Library Training

The training of teacher-librarians must receive more attention if the best results from the conduct of school libraries are to be secured. A second-rate clerk will not make a satisfactory

Need of Trained Librarians

school librarian, but this fact is not always fully appreciated. A school library does not consist of a mere collection of books, but of a collection of well-selected volumes cared for and made available by a librarian who understands the management of a library and who is able to make the books meet the needs of students and of teachers. To have school libraries worthy of the name, superintendents and principals must give much attention to the conduct of these libraries and to the securing of the best possible librarians.

TEXTBOOKS AND PUBLICATIONS

The most important event in connection with this topic was the five-year adoption of textbooks. During the school year 1917-18 criticisms of textbooks in use were requested of the field, and the Advisory Textbook Committee appointed by the Director of Education met in Baguio in April and in May for the consideration of textbooks and for the preparation of recommendations to the Director of Education. This committee was composed of five American and two Filipino superintendents, and had the assistance of a number of teachers. The recommendations of the committee were approved by the Director of Education, who forwarded them to the Textbook Committee composed of the Secretary of Public Instruction, the chairman of the Committee on Public Instruction of the Philippine Senate, and the chairman of the Committee on Public Instruction in the House of Representatives. Approval was granted for entering into five-year contracts for most of the books without making it necessary to consider the matter further with the Textbook Committee, and after some discussion of a few points the other recommendations of the Director of Education were approved.

Adoption of Textbooks

During the year McVenn's textbooks on *Good Manners and Right Conduct* for the intermediate grades were distributed. *Rizal's Own Book*, an account of the experiences of the Filipino

**New Textbooks
Received**

patriot as told in his own words, was published and adopted for use as supplementary reading material in the fourth grade. Shipments of Miller-Polley's *Intermediate Geography*, of Hall's *The Combined Spanish Method*, and of Ashley's *The New Civics* were also received. It is anticipated that Malcolm's *Philippine Government*, and Fernandez's *History of the Philippines* will be ready for the next school year. Arrangements were made to purchase a supply of *Philippine Readers, Books V, VI, and VII*, for use in intermediate schools. A number of professional books were purchased in small quantities and sent out for the use of division superintendents, supervisors, and teachers.

**Advertisements
for Textbooks**

Through the press, in letters to publishers, and in letters to authors notice was given that up to January 1, 1919, manuscripts for textbooks on economic conditions in the Philippines and on Philippine history for the use of fourth-year high-school classes would be received and would be considered for adoption. A revision of the old textbook in economics was received, but no manuscript in Philippine history was presented. A similar request for a textbook on Philippine government for use in the last year of the high-school course was made, the manuscript to be submitted by July 1, 1919.

**Bureau of
Education
Printed
Publications**

The following Bureau of Education publications were received from the Bureau of Printing during the year: Bulletin No. 51, Philippine School of Commerce; Bulletin No. 52, Philippine Nautical School Manual, 1918; Bulletin No. 36, Philippine Normal School Catalog for 1917-18 and Announcement for 1918-19; War Catechism; Red Cross Day Programs; English Composition, a Manual for Use in Philippine Public Schools; and seventy of a series of 120 follow-ups for the use of members of agricultural clubs. At the end of the year the following books were being printed by the Bureau of Printing: Course of Study for Primary Grades; Housekeeping; and Free-Hand Drawing for Intermediate Grades.

A large amount of material was printed in the General Office on the planotype and on the mimeograph. This included a number of courses of study for use in the Teachers' Vacation Assembly, a syllabus of a course of study in administration, a course of study in English for high schools, a syllabus on economic conditions in the Philippines, and a tentative course of study for farm and agricultural schools.

**Material
Printed in the
General Office**

A large number of pamphlets on the Great War and on activities in connection with the war were received from the Committee on Public Information of the United States Government and from other governmental agencies in the United States. These were distributed among the public schools, where they were used in connection with the study of history and of other subjects.

INSULAR SCHOOLS

To keep the Philippine Normal School abreast with the rapid advancement of public instruction in the Philippine Islands, the course of study of that institution is being raised to a higher standard. Now no student is admitted until he completes the first year of the secondary course, and after this year it will be necessary for high-school graduates to enrol in the junior class, whereas heretofore it has been possible for them to enrol in the senior class.

In 1918 the normal school sent forth more than two hundred graduates to teach in public schools throughout the Islands. At the end of December, 1918, the number of candidates for graduation in March, 1919, was 268.

The secondary enrolment in the normal school at the end of December, 1918, was 578. Between the middle of June and the end of December the normal school lost more students than ever before during an equal length of time. It is probable that the influenza epidemic affected the attendance and the enrolment more than any other one thing.

In June, 1918, a course for supervising teachers and principals was introduced. Out of the thirty students who enrolled in this course, twenty-nine were high-school graduates. One of the features of the course is the library training given in connection with it.

The absence of a building on the normal-school grounds for the training school places the training department at a serious disadvantage. The intermediate classes of the training school are conducted in the afternoons in classrooms that are used by secondary students in the morning. As the pupils are compelled to use seats that are too large for them, they are too uncomfortable to do very efficient work at school. For the last few months, the intermediate pupils in the training school have not been able to spend their

vacant periods in a library because there is now no room for them in the normal-school library. The building in which the primary classes of the training school are conducted is a twenty-minute walk from the normal-school building. This, besides inconveniencing the student teachers to no small degree, makes it difficult to arrange a program that allows them time enough to go back and forth.

In the normal school much time was devoted to the study of current events. The Great War and the events in connection therewith were discussed daily. In Monday-morning convocations the students heard many interesting lectures by outsiders on subjects of present-day interest.

**Current Events
and the
Great War**

During 1918 Red Cross work superseded the regular work of the plain-sewing classes both in the normal school and in the training school. Many of the girls gave three hours of their time on Saturdays to the cutting out of garments for French and for Belgian refugee children.

**Red Cross
Work in the
Normal School**

The boys gave much of their spare time to the making of tape and to the cutting out of pinafores. Besides making large numbers of Red Cross bandages, the girls of Normal Hall made many garments for refugee children. A chorus under the direction of the instructor in music gave a benefit which netted five hundred pesos for the Red Cross. In December the classes in drawing conducted a sale of some of their best productions and gave one half of the proceeds to the Red Cross. In 1918 all the pupils and all the teachers in the normal school were members of the Red Cross society.

In December, 1918, 568 students were enrolled in the Philippine School of Arts and Trades. The output for 1918 was valued at ₱34,151.73, a slight increase over the value of the output of the year previous.

**Philippine
School of Arts
and Trades**

Because of the distance between the shops and the buildings where academic instruction is given, pupils have been much inconvenienced. However, work has been started on a ₱300,000

**New Building
for Academic
Classes**

building for academic classes on the trade-school grounds. A large number of students are working on the building, and without their assistance the work of construction could not have been undertaken so soon, because of the scarcity of labor. Before starting work on this building, these students had had much practical experience in the construction of the nautical-school building and the home of the superintendent of the nautical school.

In 1918 the Philippine Nautical School was separated from the Philippine School of Arts and Trades. The nautical-school building was completed in July. The school opened July 1, 1918, under better auspices than ever before.

Philippine
Nautical
School

In December, 1918, fifty-seven students were enrolled in the nautical school. The students live in the school dormitory under discipline similar to that maintained aboard a ship. They are divided into watches, which are commanded by officers chosen from the senior class, and they take turns about keeping the school "shipshape."

Life at the
Nautical
School

The nautical course provides for two years of work ashore and for eighteen months of apprenticeship aboard an interisland vessel. Graduates of the nautical school are regarded with favor by shipowners and as a rule, they rise rapidly to positions of authority.

The Nautical
Course

Nothing has retarded the progress of instruction in the Philippine School of Commerce more than the lack of a suitable building. The rented building now in use is not suitable for school purposes. With larger and more suitable quarters, the enrolment would undoubtedly be doubled in a very short time.

Philippine
School of
Commerce

Besides a one-year course in stenography which is open only to high-school graduates, the school of commerce offers a three-year course in commerce, a two-year course in bookkeeping, and a two-year course in stenography. No student is permitted to take either of the two-year courses unless he is proficient in English and in arithmetic.

Courses
Offered

For the last two years the demand for stenographers and for bookkeepers has been so great that it has been almost impossible to hold students until they complete their courses. Students who accept positions before graduation may continue their studies in the night-school classes which are conducted five nights a week for the convenience of young men and young women who are employed during the day. During the long vacation in 1918, commercial classes were conducted in the afternoon for the accommodation of students who wished to lose no time completing their commercial training.

Opportunities
of Commercial
Students

In December, 1918, the annual enrolment of the Central Luzon Agricultural School for the school year 1918-19 had reached 1,001, an increase of 256 over the annual enrolment for Decem-

**Central Luzon
Agricultural
School**

ber of the year previous. The students are from twenty-eight different provinces. The school forms a nucleus round which productive forces are mobilized. Within recent date all the agricultural land within a radius of 24 kilometers has been occupied by homesteaders and others, who have coöperated in building a system of communal irrigation, in organizing credit associations, in extending animal husbandry, etc.

**The School
the Center
of Farm Life**

The farmers for many kilometers round depend on the school for help in the solution of their problems. The school is a center of distribution of seeds and of plants, as well as of hogs and of poultry. The school hospital serves the entire community. The school sawmill is an asset for the whole district. Nearly all of the welfare work in the district is planned and is done with the agricultural school as the center. Twenty thousand pesos were spent on the irrigational project and thirty thousand pesos on new buildings. All of the work on the irrigational project and on the buildings was done by teachers and pupils.

**The Student
Farmer**

In 1918 the students printed each month two thousand copies of *The Student Farmer*, a school publication which contained much agricultural information. The price of subscription to this little publication was 80 centavos a year. The second volume of *The Student Farmer* will be published in 1919.

Progress

In spite of the seriousness of the influenza epidemic, the school made wonderful progress in 1918. The production for the year was valued at more than ₱20,000, an increase of nearly ₱9,500 over the production of the previous year.

**School for
the Deaf and
the Blind**

In December, 1918, forty-nine students were enrolled in the School for the Deaf and the Blind. The school had in 1918 a larger corps of teachers and as a consequence, the work was more successful than ever before.

**Afflicted
Children
Help Red Cross**

The pupils of the School for the Deaf and the Blind were earnestly desirous for opportunities to help the Red Cross. Fourteen of the little boys made six hundred knitting needles which they gave to the Red Cross. The little girls devoted many hours that otherwise would have been spent for recreation making pillows and knitting washcloths for the Red Cross.

Tomatoes, okra, beets, and sweet corn were grown in large

**Gardening
at the School**

quantities in the garden. Work in the garden is not only undertaken by the deaf children but some of the blind children are also interested in gardening. During 1918 eight blind children, averaging nine years of age, cared for a very productive plot in the school garden.

SCHOOLS FOR NON-CHRISTIANS

**The Important
Problem**

One of the great problems of the Philippines—a problem involving the success or the failure of the policy of bringing all social groups into closer unity—is that of placing all elements of the population on the same cultural level. The satisfactory solution of the problem can be reached only by bringing the non-Christians up to the plane of culture of the rest of the Filipino people. Education alone can solve this problem. The several hundred thousand who have not made the same advancement as the great majority of the people of the Islands include the mountain people of the Mountain Province and of Nueva Vizcaya; the Moros, the Bogobos, and the Manobos of the Department of Mindanao and Sulu; and the few Negritos found in the mountains of a number of provinces. So long as the Negritos continue to live in family groups scattered through the forests, it will be difficult for the public schools to do much for them. Only a few schools for these people have been established. The organization of schools among the other groups also presents difficulties, the chief of which is to secure the interest and the coöperation of the people.

**Problems of
Administration**

The education of the non-Christian entails problems in school administration somewhat different from those encountered in other regions. The task of supervision is more difficult. It is hard to find men who possess the qualifications needed for supervisors in districts where pioneer work is to be done, where distances to be traveled are great, and where means of transportation are often lacking. It is difficult to secure teachers who are fitted for this kind of work. They must possess the pioneer spirit and must be gifted with more than ordinary resourcefulness in order to make the introduction of public schools among the non-Christians successful. The fact that more than six hundred Filipinos from all sections of the Islands have gone to the Department of Mindanao and Sulu to serve as teachers and, in many cases, to take up homesteads is an important factor in the economic and in the educational development of that region. Local revenues for school purposes are inadequate to support public schools. The low economic standard of the people has made it impossible to secure from municipal or from provincial governments enough



Negrito children of the Villar Settlement Farm School at the garden-day celebration in Iba, Zambales.



First class of Moro girls organized in the province of Lanao.



Pupils of the Iriga (Camarines) Intermediate School who gave Hiawatha as a part of the closing exercises in March, 1918.



Baguio Industrial School Band.

school revenues for the support of educational institutions. In time, however, this condition will be improved. Already a much larger share of school expenses comes from local revenues.

The increased support given to these schools by the Insular Government shows that there is a realization of the importance of the problem of raising the primitive elements of the population to a higher grade of culture. The Philippine Legislature has been most generous in appropriating money for the education of the inhabitants of the Department of Mindanao and Sulu, of the Mountain Province, and of Nueva Vizcaya, in which sections of the country most of the non-Christians live. The increase in the number of schools among the non-Christians and the increase in attendance show that these people are responding to the efforts being made to give them educational opportunities. The annual enrolment of non-Christian pupils for 1917-18 was 34,490, an increase of more than 100 per cent over that of the preceding school year. The development of educational facilities over a longer period is shown by the employment in 1918 of 1,121 teachers in schools for non-Christians, whereas in 1912 only 256 teachers were employed in these schools.

The solution of the problem of educating the non-Christians depends largely on the improvement of the living conditions of these people. Better shelter and better and more regular supplies of food must be provided as the foundation of any successful effort to develop a system of public schools. The schools must give a practical demonstration of the utility of education because the people are not ready to appreciate education for its own sake. Consequently courses of study have been adapted to meet the peculiar needs of these people. Bukidnon in the Department of Mindanao and Sulu is the home of the settlement farm school, which offers practical instruction in agriculture, as well as instruction in other subjects. These institutions must be depended on to bring about the establishment of permanent settlements of the people. Plain sewing is taught to the girls, and in some sections the girls receive instruction in weaving. All courses offer less academic instruction than do similar courses among the Christian elements of the population because the improvement of the economic status of the non-Christians must be the first aim of any sane system of educating them.

Improvement in the living conditions of non-Christians includes the improvement of the health of these people. The Bureau of Health and the Bureau of Education, working together,

**School
Dispensaries**

are now conducting in the Department of Mindanao and Sulu seventeen school dispensaries. The Bureau of Education is conducting nine other school dispensaries without the assistance of the Bureau of Health. Every year at least 30,000 persons, including pupils and others, are treated in these dispensaries, which have done much to attract school support in communities where schools have been established.

**The Compulsory-
Attendance Law**

Since raising the economic status is a slow process and since it is prerequisite of any great interest in education, the fact that in many places there has been no great interest in education is an expected result. Some of the people, however, have responded with enthusiasm, have built schools at their own expense, and have in other ways shown their interest. Perhaps the Moros have not responded as readily as some of the other groups. Partly because of this, a compulsory-education law was enacted. This law does not establish general compulsory education but does require attendance at the public schools of children (between the ages of seven and thirteen) who live within two kilometers of a public school. It is now too early to make any definite statement as to the success of this law. The result of this measure, however, will be watched with much interest, especially since the legislative act appropriating thirty million pesos for the extension of elementary schools has become effective. So long as it was impossible to provide educational facilities for all children of school age, it was not necessary to pass an act requiring the compulsory attendance of pupils. Now that the Islands will soon have public schools for all, the question arises as to whether it would be advisable to enact a compulsory-education law. The degree of success achieved by this law in the Department of Mindanao and Sulu will, therefore, be watched closely.

BUILDINGS AND SITES

In spite of generous appropriations and in spite of as close coöperation of all governmental agencies as was possible under the circumstances, the building program was much retarded

**Abnormal
Conditions
Retard
Building
Program**

during the last year because of the abnormal labor, market, and shipping conditions arising from the war and from epidemics. The prices of steel, hardware, and lumber advanced until they were almost prohibitory. Shipping, both transpacific and inter-island, likewise added greatly to these already inflated costs and uncertain conditions. Labor, when it has not been demoralized by epidemics, has been hard to obtain even at high wages. The engineering force has been changing constantly and private con-

tractors have almost deserted the field. Many provinces and many municipalities, which a year ago were ready to build, have found themselves with about half enough money. Many structures under way have had to be temporarily patched up or abandoned.

Such contingencies, both general and local, in the face of a steady increase in enrolment have called forth all the elasticity of our building policy, causing the construction of a larger number of temporary and of semipermanent buildings than usual. This, however, implies no change in policy as the aim has been to secure for each school established the best building possible on the best site possible at the earliest date possible.

**Building Policy
and Construction
of Temporary
and of Semi-
permanent
Buildings**

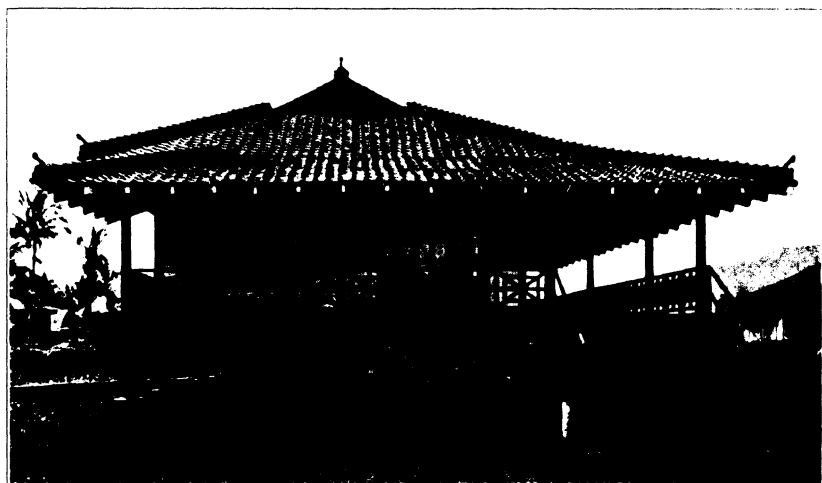
If, considering all factors, the educational interests of a community could best be served thereby, temporary and semipermanent buildings have always been authorized as being the best buildings possible under the circumstances. This has been true in those instances where local conditions of supply, of transport, and of labor have been favorable or unfavorable and in other instances where funds have been inadequate and the future held little likelihood of a better financial status. Experience, however, has shown the best building to be not only a building of a structural character capable of withstanding the peculiar geologic and climatic conditions of the country, and of a design adapted to a modern school system and conducive to the health of children and of teachers, but also a building that will elicit the pride of the people, that will provide them with a rallying ground, and that will influence them to provide better surroundings for themselves. Conditions require that all of these features be provided at a cost not to exceed the limited funds available and at the same time require a type of construction demanding no great amount of close technical supervision. Although present conditions are abnormal it is still believed that the reënforced concrete buildings of the standard plan are best because they best meet all of these conditions.

If only cost is to be considered, temporary buildings are more economical than permanent buildings regardless of the high cost of upkeep and regardless of the fact that they are short-lived. But, as has been pointed out before, temporary buildings do not serve educational and local civic needs under all conditions of weather and of locality. In general, however, they are better than semipermanent structures which cost almost as much as concrete structures and which after a short period of time are just too good to destroy or to abandon and are not good enough for the particular school or for the particular community served.

An integral part of the building policy is to set aside each year 20 per cent of the revenues of the municipal school fund for the acquisition of land, of permanent buildings, and of equipment. This practice must be continued until the Legislature grants to provinces and to municipalities permission to finance permanent improvements by means of taxes imposed for specific projects. Progress has been made along this line by the passage of Act 2747, which authorizes the Philippine National Bank to grant loans to provinces and to municipalities for permanent improvements. Although the Insular Auditor and the Attorney-General have rendered an adverse decision on the borrowing power of local governments, it is anticipated that the organic law governing provinces and municipalities will be amended at the present session of the Legislature so as to permit such loans. This will require, of course, that these loans be financed from current revenues, but in many cases a saving in current revenues will result because the saving in rent will more than pay the interest charges.

In connection with the school extension work to be accomplished with the funds appropriated in Acts 2782 and 2785, division superintendents were informed that for each school established they were to make provisions for a first-class school site and for a good building. It was specified that the building should conform to the standard design and should at least be constructed of first-group timber and with a hardwood floor and with roof and sides of light materials.

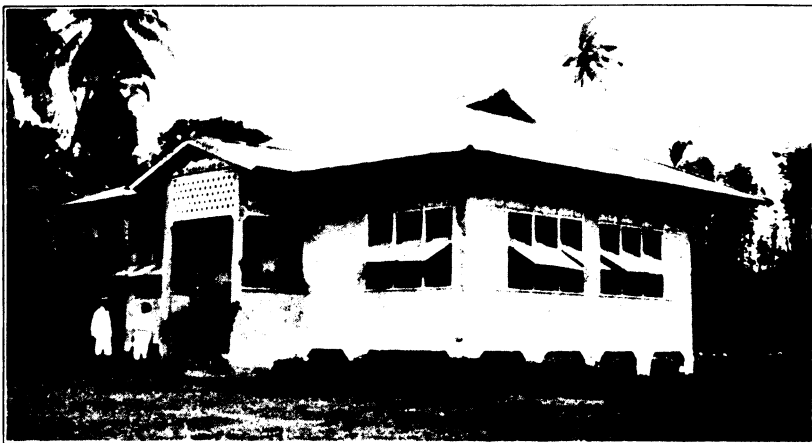
The annual reports of the division superintendents record many gifts of money, of land, and of buildings by public-spirited citizens, and indicate that many temporary buildings have been constructed by voluntary contributions of labor and of materials to assist the schools in tiding over the period of high cost of construction. This is no innovation because school officials have always found the people willing to meet them more than half way in securing school sites and in erecting buildings. It is no uncommon occurrence for all the people of a barrio or for a large percentage of the population of a municipality to work under the direction of the town officials and under the supervision of the principal teacher in securing voluntary contributions of cash and of materials, in clearing a school site, and in erecting a building. The present state of development of school sites and of buildings could not have been reached without this enthusiastic support of the people.



Domestic-science house of the Jolo Intermediate School. The roof shows the influence of Moro architecture.



Dormitory Hall, girls' dormitory of the Baguio Industrial School, Baguio, Benguet, Mountain Province.



Modern four-grade barrio school.



Four-grade consolidated barrio school.



Old type of barrio school.

Roofs of flat cement tile have been used to some extent on standard-plan buildings recently constructed.

Roofs of
Flat Cement
Tile

This tile, when properly and carefully laid, provides a good-looking roof which turns water during

all rains, except heavy downpours of long duration.

By granting gratuitous timber licenses, the Bureau of Forestry has been of great assistance to the Bureau of Education in providing suitable school buildings. Under the arrangement recently made the Bureau of Forestry

Coöperation of
Bureau of
Forestry

now grants timber licenses for a school division

to the division superintendent, who may issue (under his license) such timber as may be required in the province for school-building construction.

As stated above, the funds available during the last year for the acquisition of sites and for the construction of school buildings have been the largest on record. The amount

Distribution
of Funds

appropriated for school sites and for buildings by Acts 2729 and 2736 was ₱1,395,900. This was

distributed as follows:

| | |
|---|-----------|
| Normals, Laoag and Cebu..... | ₱300,000 |
| Central and barrio schools..... | 265,000 |
| Provincial high and farm schools..... | 211,000 |
| Philippine School of Arts and Trades, including additional land.... | 206,000 |
| Non-Christian projects | 191,900 |
| Manila High School..... | 100,000 |
| Philippine Nautical School..... | 72,000 |
| Central Luzon Agricultural School..... | 50,000 |
| Total | 1,395,900 |

Acknowledgment should be made of the fine spirit of coöperation shown by the Secretary of Commerce and Communications in support of the building program. This department released

Support of the
Secretary of
Commerce and
Communications

in 1918 from Act 2736 for Bureau of Education building and site work the sum of ₱430,900. In

this amount is contained an allotment of ₱77,000 for buildings for the Zamboanga Trade School, the Lapac (Sulu) Agricultural School Dormitory, the Piang (Cotabato) Agricultural School, and the Cotabato Girls' Dormitory. An allotment of ₱25,900 was made for additional buildings at the Baguio Industrial School. These allotments are a recognition by the Government of the great influence of the schools on the Moros, on the pagans, and on the hill people.

At present there are 3,035 buildings, of which 865 are permanent, 741 are mixed-material, and 1,429 are of temporary or of provisional type. Among the buildings classified as per-

| | |
|---|--|
| Number and Classification of Buildings | manent are 459 buildings constructed according to the standard plans of the Bureau of Education and known as the Gabaldon school buildings. These figures show an increase of 11 standard-plan buildings, of 17 special buildings, of 64 mixed-material buildings, of 245 temporary buildings, or a total increase of 334 buildings since 1917. Of these, it is noteworthy that 212 were constructed without Insular assistance and are classified as follows: concrete, 3; mixed-material, 56; temporary, 153. Among the larger concrete buildings completed were the two Pasig-type twenty-room buildings in the city of Manila, the academic building of the Leyte Provincial Trade School, and the building of the Philippine Nautical School. The buildings in Manila and a Plan-10 building at Sariaya, Tayabas, were constructed entirely without Insular assistance. |
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|--------------------------------|---|
| Buildings Destroyed | During the year the necessity of insuring school buildings was again demonstrated by the results of several destructive fires and typhoons. The Capiz High School plant, valued at ₱25,000, was totally destroyed by fire in August. Three typhoons in June, July, and December destroyed many buildings and damaged many others. Partial reports show that 44 buildings were destroyed in various ways during the year. Of these, 32 were classified as temporary, 10 as mixed-material, 1 as reconstruction, and 1 as standard. |
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| Buildings Authorized | During the year, the construction of 30 concrete buildings, of 8 mixed-material buildings with iron roofs, and of 48 temporary buildings of light materials was authorized. |
|---------------------------------|---|

| | |
|---|---|
| Buildings under Construction | Among the buildings under construction are: the academic building for the Philippine School of Arts and Trades, at a cost of ₱300,000; the Zamboanga Normal School building; the Camarines Farm School buildings; the Samar Farm School buildings; the additional buildings for the Trinidad Farm School; the Laoag Normal School building; the Abra High School building; the Bauan (Batangas) twenty-room school building; and the Mabini Memorial School building. Plans are under way for the construction of buildings for the Mindoro Agricultural School, the Tarlac High School, the Oriental Negros High School, the Nueva Vizcaya Agricultural High School, and the Manila High School. |
|---|---|

Work on one wing of the Northern Luzon Normal School building at Laoag was authorized October 7, 1918. The plan

Northern Luzon Normal School Building of this building as well as that of the Western Visayan Normal School at Cebu is in three units—two wings containing classrooms and the central part containing the auditorium and kindred rooms.

Work on the Manila High School building has been postponed by the mayor of the city of Manila because of the high cost of building. The site for this building lies between Taft Avenue and Calle San Marcelino and between Calles Isaac Peral and San Luis. A large sum of money will be required in grading this land and funds have been appropriated by the municipal board for doing the work.

Manila High School Building The major part of the building program of the city of Manila goes forward regardless of high costs. At present three large elementary-school buildings of twenty, twenty-four, and twenty-six rooms respectively are under construction.

Other Buildings in Manila Appropriations have been made for one other large elementary-school building and for the sites for three of the other buildings proposed.

The monument in memory of the American teachers who have died in the service has practically been completed at an estimated cost of ₱5,750, which was met from the American Teachers' Memorial Fund. The monument, which is of a pleasing and dignified conception, was designed by the Consulting Architect and was erected in the American teachers' plot in Cementerio del Norte, where a number of bodies of American teachers are buried and where it is intended to inter the bodies of all deceased American teachers as fast as they can be brought in from their temporary resting places in the provinces.

American Teachers' Memorial Emphasis on the acquisition and on the improvement of school sites has continued unabated throughout the year. The aim is to secure a first-class school site for every school established in the Archipelago. For every school site acquired and for every building constructed, the aim is to make the school building and the school grounds the most attractive place in the community.

Acquisition and Improvement of Sites In connection with school sites, school sanitation has received attention. Division superintendents have been instructed to provide barrio schools with boiled drinking water in clean well-covered jars or vessels and to see that each barrio school is provided with two substantial out-houses—one for boys and one for girls. The Antipolo system of toilets has been tried in a number of places and has been found eminently successful.

School Sanitation

There are now 3,198 school sites. Of these, 3,000 are central and barrio-school sites which are classified as follows: First-class, 1,263; second-class, 616; third-class, 1,211. The remaining 108 sites are classified as provincial and Insular. The total value of provincial and Insular sites is ₱1,299,852 and of municipal sites, ₱2,286,934. The increase in the number of sites during the last year was 374, of which 233 were barrio-school sites and 113 were central-school sites; and of which 130 were first-class, 86 were second-class, and 130 were third-class.

School
Sites

FINANCE

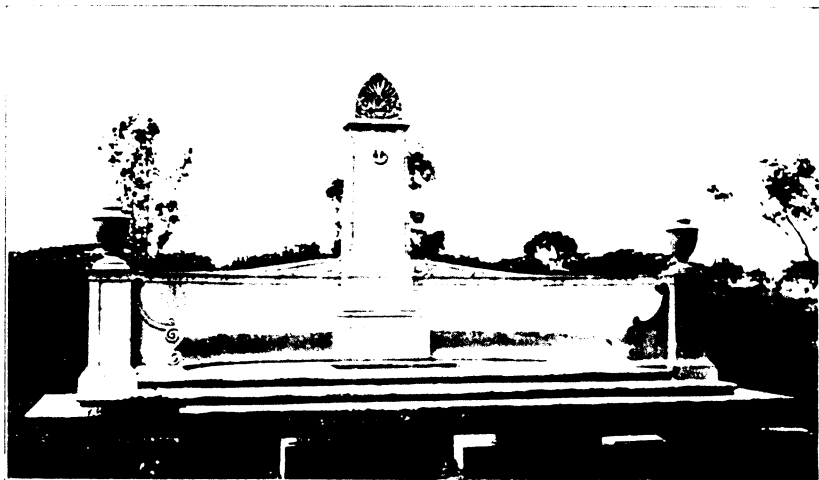
The fiscal year 1918 saw an appreciable increase in funds available for schools. This was due principally to three causes, namely, larger appropriations by the Legislature, the revision of the land tax, and the charging of tuition in intermediate schools. As the last two items are provincial and municipal, they will not appear in the financial statistics until next year, but present indications are that no small sum of money has been derived in this manner. The greater part of the increase in appropriations by the Legislature took the form of increased aid to local governments for current operating expenses and for permanent buildings. Although no real gain in the total amount appropriated for schools was made thereby, the current appropriation for the year was apparently increased considerably by the inclusion as single aid items the funds formerly appropriated in separate acts for school work in the Department of Mindanao and Sulu, in the Mountain Province, and in Nueva Vizcaya.

The year was characterized by great activity for securing funds. Publicity campaigns were started by the citizens vitally interested in free schools. Municipal councils broke all records requesting intermediate schools and authorizing the charging of tuition for their support. They also showed great eagerness in endeavoring to secure loans for permanent improvements from the Philippine National Bank. The total amount of voluntary contributions in 1918 was greater than in any previous year.

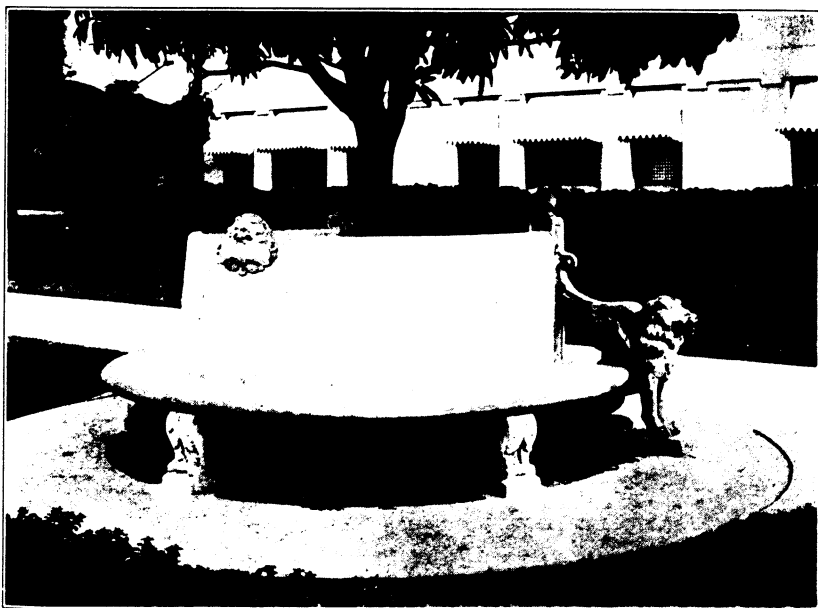
For the year the Insular Government appropriated ₱6,845,071.58 for education, of which sum ₱10,000 was transferred to the Bureau of Non-Christian Tribes for expenditure, leaving a net total of ₱6,835,071.58 for the Bureau of Education. This sum, together with the balance of ₱50,773.10 brought forward from the previous year, made available for the Bureau of Educa-

Activity for
Securing
More Funds

Insular
Appropriations



The American Teachers' Memorial, Cementerio del Norte, Manila.



One of the two reinforced-concrete seats in front of the Philippine Normal School. The seats were presented to the school by the class of 1918.

tion from Insular sources a total of ₱6,885,844.68. This was distributed as follows: for administration and instruction, ₱5,445,202.33; for public works, ₱1,440,642.35. The appropriations for direct disbursement by the Director of Education amounted to ₱6,530,071.58, derived as follows: from Act 2727, ₱5,410,150; from Act 357, Restoration of Losses on Sales, ₱29,021.58; from Act 2729, public works, ₱15,000; and from Act 2736, public works, ₱1,075,900. Allotments remaining on the books of the Director of Public Works and totaling ₱305,000 were made from Act 2736. Balances brought forward from appropriations of previous years totaled ₱50,073.10, derived as follows: from Act 2672, ₱6,030.75 and from Act 2704, ₱44,742.35.

The total expenditures from funds disbursed by the Director of Education amounted to ₱6,160,455.06 gross and to ₱6,067,277.33 net; the balances carried forward amounted to ₱420,339.62; and the reversions of income amounted to ₱93,167.73. For administration and instruction under Act 2727, Bureau of Education current appropriation, and from the balance carried forward from 1917, there was expended ₱5,432,819.07, of which ₱56,147.49 was for equipment; ₱2,456,846.35 for salaries and wages; ₱494,933.12 for purchase of supplies; ₱1,972,703.65 as Insular aid to provincial and to municipal governments; and ₱452,188.46 for miscellaneous current expenses. However, since an unexpended but encumbered balance of ₱12,383.26 was forwarded to the fiscal year 1919 and since income in the amount of ₱93,167.73 was reverted to the Insular Treasury, the total net expenditures from the current appropriation were ₱5,339,651.34. For public works from Acts 2729 and 2736 and from the balances carried forward from 1917 in Act 2704, the sum of ₱727,625.99 was expended, of which amount ₱223,000 was for barrio, central, intermediate, and farm schools; ₱150,000 for provincial schools; ₱90,000 for schools in the non-Christian and special provinces; ₱8,993.80 for the Baguio Industrial School; ₱150,000 for normal schools; ₱5,550.43 for improvement of the Insular-school site; ₱30,013.83 for buildings at the Central Luzon Agricultural School; ₱16,981.51 for an irrigational system at the Central Luzon Agricultural School; ₱38,086.42 for the Philippine Nautical School building; and ₱15,000 for the Mabini Memorial School. From Act 2736, a balance of ₱408,016.36 was carried forward to the fiscal year 1919 to be distributed as follows: as aid for barrio, central, intermediate, and farm-school buildings, ₱27,000; as aid for provincial school buildings, ₱50,000; for buildings, Baguio Industrial School, ₱26,900.20; as aid for Manila High School, ₱100,000; as aid for Cebu Normal School,

₱150,000; for buildings, Central Luzon Agricultural School, ₱754.41; for the irrigational system, Central Luzon Agricultural School, ₱3,355.75; for the Philippine Nautical School site, ₱50,000.

The total expenditures for public works from the funds allotted under Act 2736 for school buildings and for school sites but remaining under control of the Director of Public Works amounted to ₱46,067.22. A balance of ₱258,932.78 was carried forward to the fiscal year 1919 to be distributed as follows: for the Philippine Nautical School building, ₱6,717.14; for Insular-school site, ₱100,000; for the academic building and other permanent improvements at the Philippine School of Arts and Trades, ₱69,215.64; and for various school buildings in the Department of Mindanao and Sulu, ₱77,000.

Provincial finance for schools is still in an unsettled state. Provincial boards for the most part are willing to support the schools if properly appealed to, and they appear to be showing a growing realization of the place of the provinces in the school system. Besides the expenditures for sites, for permanent buildings, and for equipment, the expenditures for schools by the provinces are still negligible. However, although figures are not available, it is evident that, due to the activity of certain of the provinces in establishing agricultural schools, the proportion of provincial expenditures will be somewhat larger. There is a tremendous field for activity, and many projects badly needed must go begging because roads and other government buildings are usually given preference to school buildings so far as provincial funds are concerned. The provincial school situation will never be satisfactory until a fixed provincial school fund is set up.

Following of necessity the practice of former years, 1917 figures for provincial school expenditures are given, because 1918 figures are not yet available. For 1917 the provinces appropriated and expended for schools ₱660,718.20 which was distributed as follows: for administration and instruction, ₱442,754.74; for maintenance of plant and equipment, ₱22,834.42; for purchase of land and construction of buildings, ₱172,767.73; for purchase of equipment, ₱22,361.31. However, as ₱229,700 of these expenditures were from aid funds reported as Insular expenditures in 1917, the net expenditures from provincial funds totaled ₱431,018.20. These expenditures pertain in most cases to provincial high, intermediate, trade, and farm schools, although they do not represent the total expenses for such schools.

The state of municipal school finances has improved because

of the increase in revenue from the land tax due to the reassessment and due to the placing of intermediate schools on a tuitionary basis. Although accurate figures are not available, most superintendents report an increase in the land-tax return, but state that this increase is not even sufficient to meet the normal increase in school expenses. The tuitionary system met the intermediate-school problem in the only way possible without additional appropriations, and resulted in raising the standards of intermediate instruction, in disseminating this type of school more widely, and in benefiting the primary schools. The 1918 appropriation carried an item of ₦400,000 for distribution to these intermediate schools charging tuition. This item enabled many schools to reduce the tuition, but at the same time it encouraged many municipalities to institute the tuitionary system in order to share in the Insular aid.

Municipal councils were quick to take advantage of the opportunity supposedly offered by the Legislature to secure loans from school funds for the construction of permanent buildings, and, prior to the adverse decision of the Insular Auditor and of the Attorney-General on the borrowing power of local governments, a large number had submitted resolutions for these loans. It is anticipated that the organic municipal and provincial-government law will be amended so as to permit this advanced method of financing permanent construction and so as to permit of the saving of rent for interest charges.

For the same reason as given above, 1917 figures for municipal expenditures must be quoted. The total municipal expenditures for 1917 were ₦4,227,759.70, distributed as follows: for administration and instruction, ₦3,313,012.96; for maintenance of plant and equipment, ₦87,672.62; for purchase of land and construction of buildings, ₦626,038.76; for purchase of equipment, ₦201,035.36. However, as ₦613,245 of these expenditures were from aid funds reported as Insular expenditures in 1917, the net expenditures from municipal funds were ₦3,614,514.70. These expenditures pertain to the primary and to the intermediate schools although they do not represent all of the expenditures for such schools.

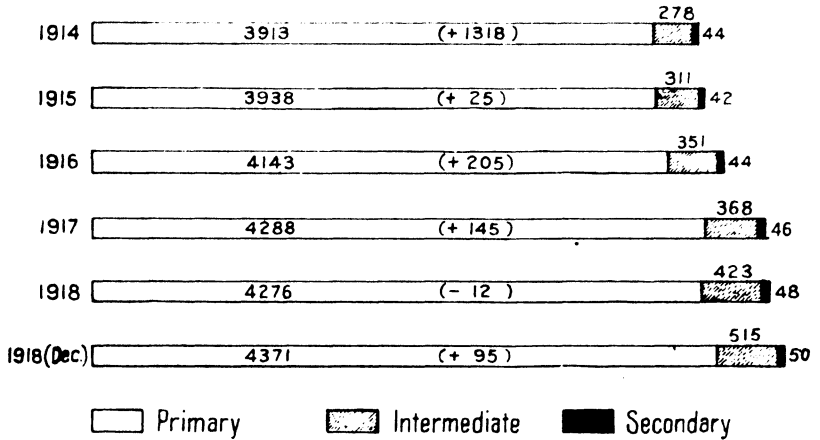
The total of all expenditures for public instruction—Insular, provincial, municipal, and voluntary—amounted to ₦10,730,210, a per capita cost, based on the 1903 census, of ₦1.381.

Respectfully submitted.

W. W. MARQUARDT
Director of Education

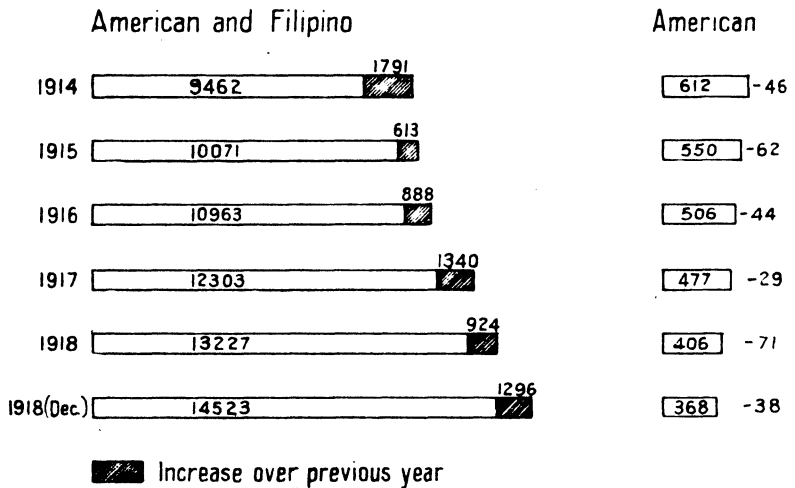
DEVELOPMENTS IN PHILIPPINE PUBLIC SCHOOLS

NUMBER OF SCHOOLS

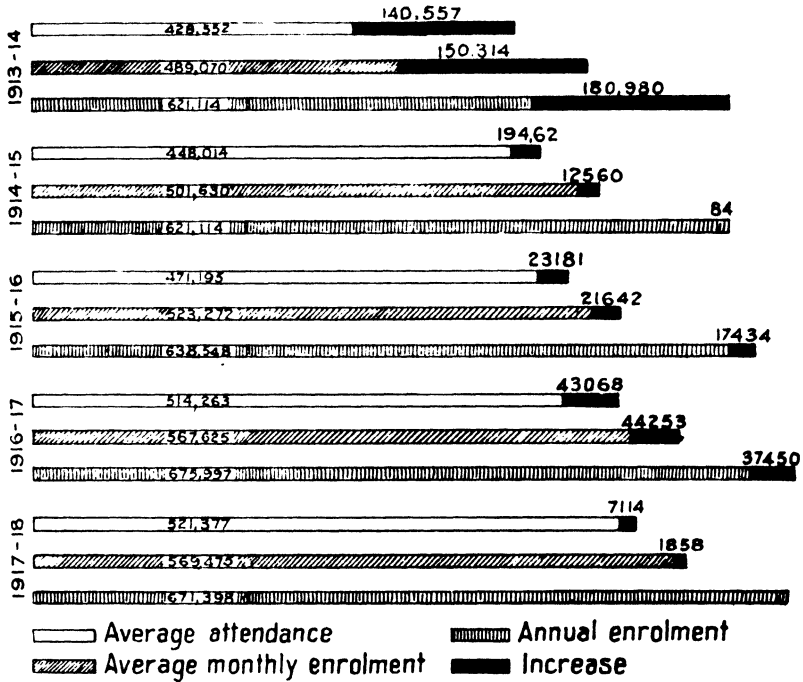


(+1318) - Increase over previous year

NUMBER OF TEACHERS

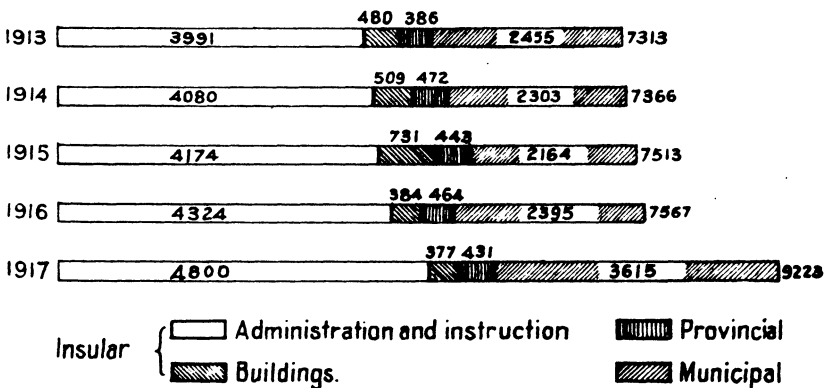


NUMBER OF PUPILS

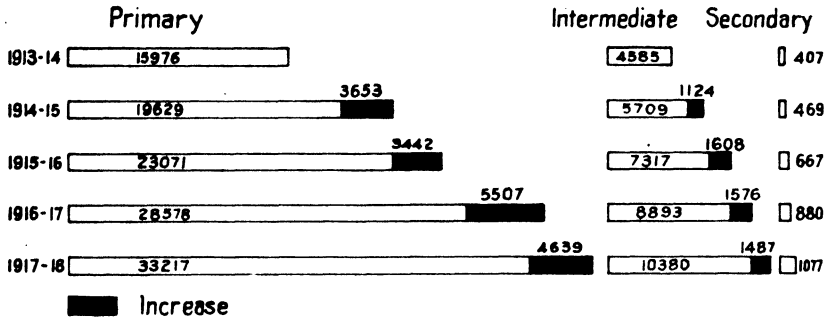


EXPENDITURES FOR EDUCATION

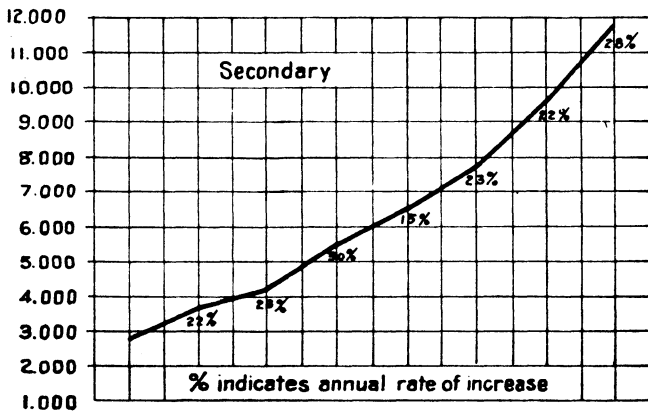
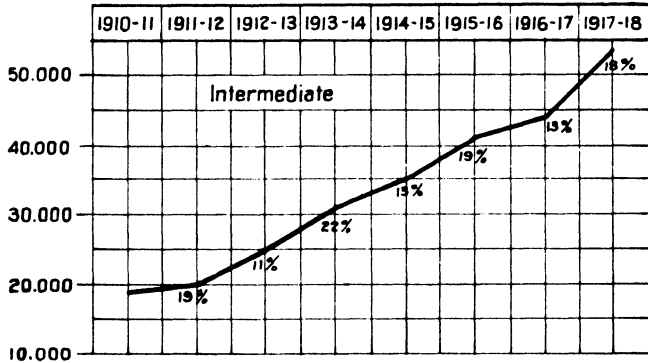
(In thousands of pesos)



NUMBER OF GRADUATES



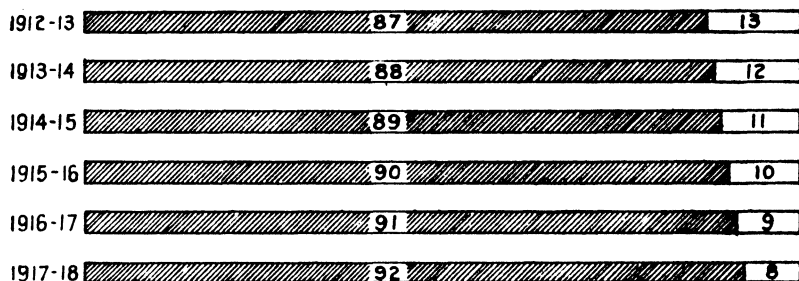
AVERAGE DAILY ATTENDANCE



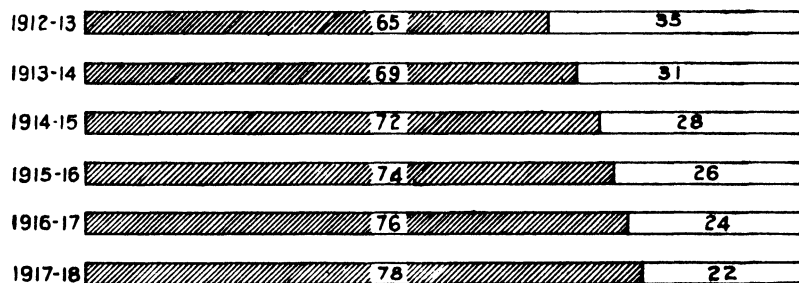
PERCENTAGES OF ATTENDANCE

 Percent absent

Basis: Average Attendance ÷ Average Monthly Enrolment

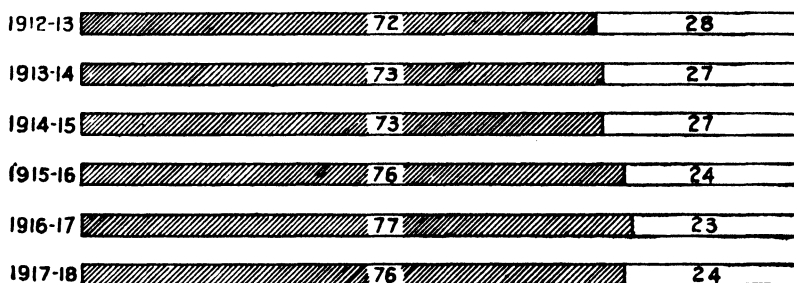


Basis: Average Attendance ÷ Total Annual Enrolment

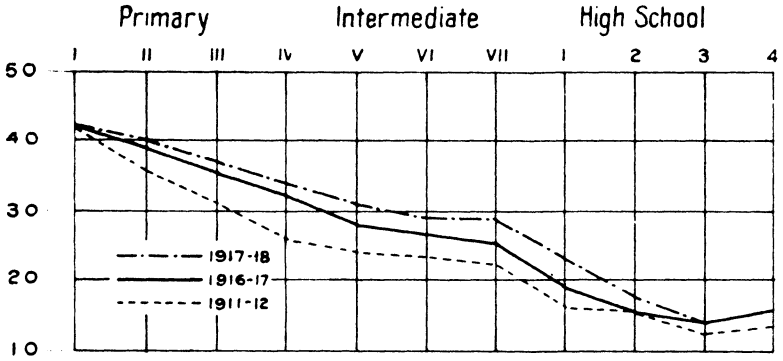


PERCENTAGES OF PUPILS HELD IN SCHOOL THROUGH THE YEAR

 Percent dropped

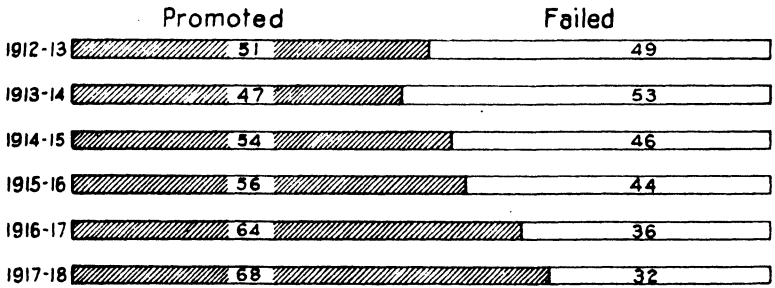


PERCENTAGES OF PUPILS IN EACH GRADE WHO ARE GIRLS

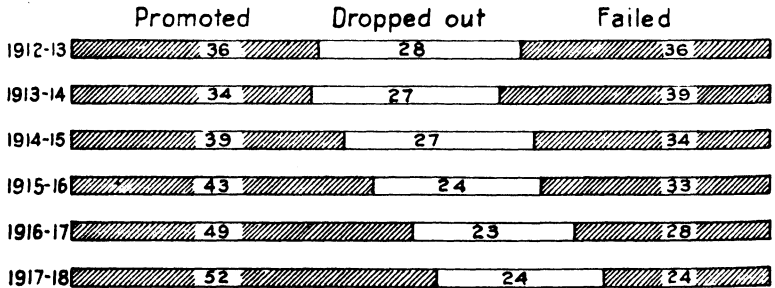


PERCENTAGES OF PUPILS PROMOTED

Based on March Enrolment

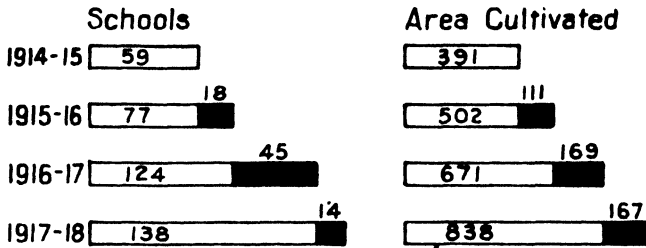


Based on Annual Enrolment

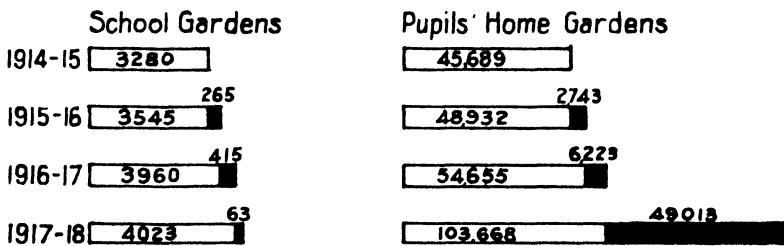


AGRICULTURAL EDUCATION

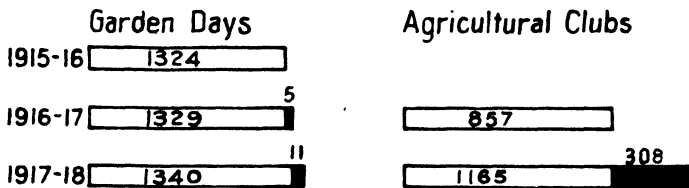
Farming



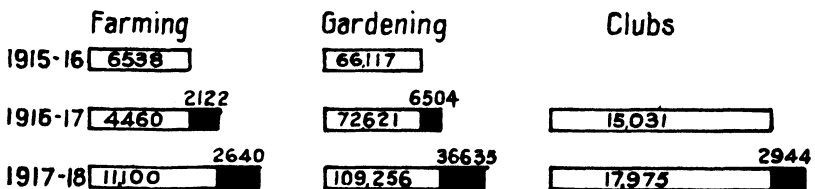
Gardening



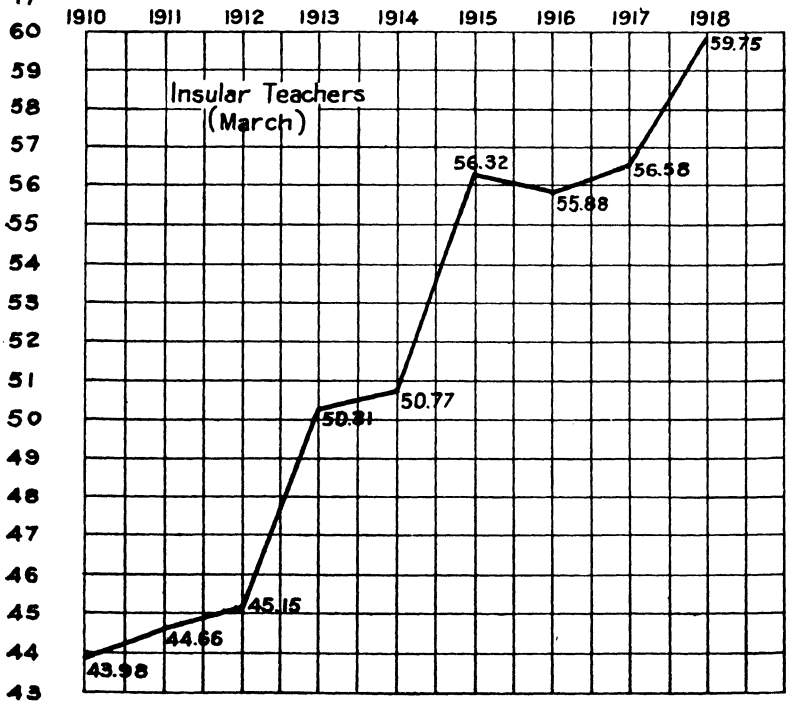
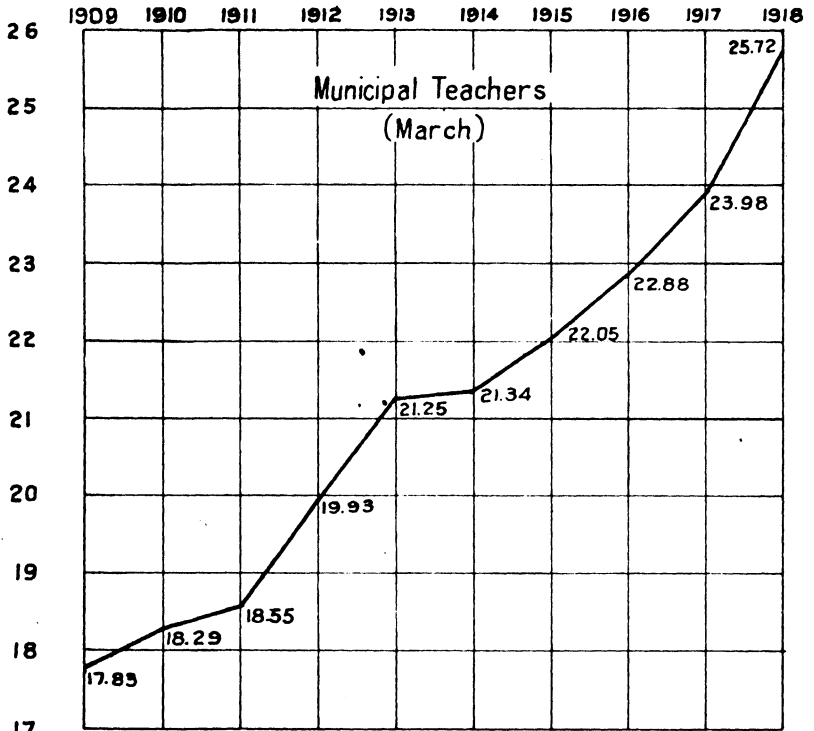
Extension Work



Pupils Reached



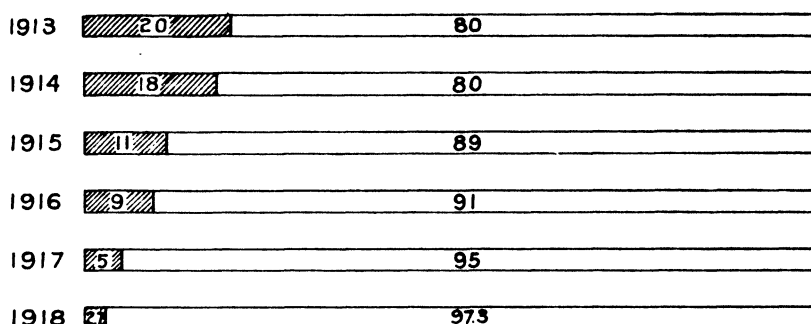
AVERAGE SALARIES OF FILIPINO TEACHERS **[PESOS]**



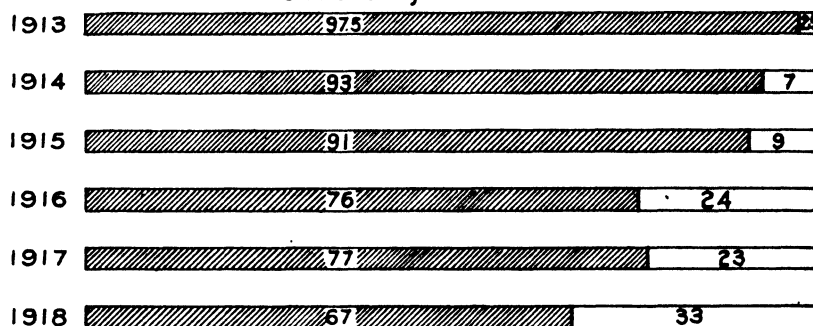
PERCENTAGE OF TEACHERS IN DIFFERENT KINDS OF WORK

 Americans
  Filipinos

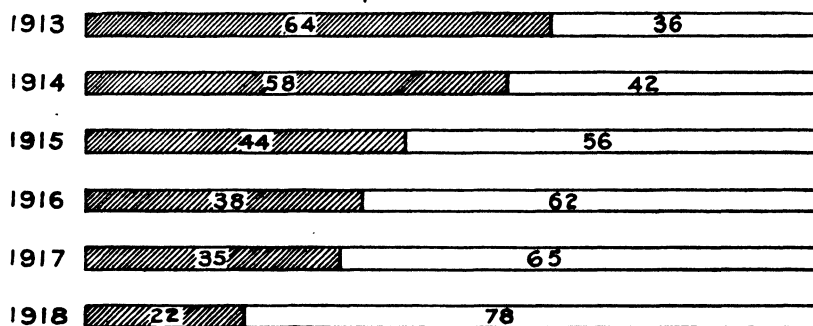
Intermediate Teachers



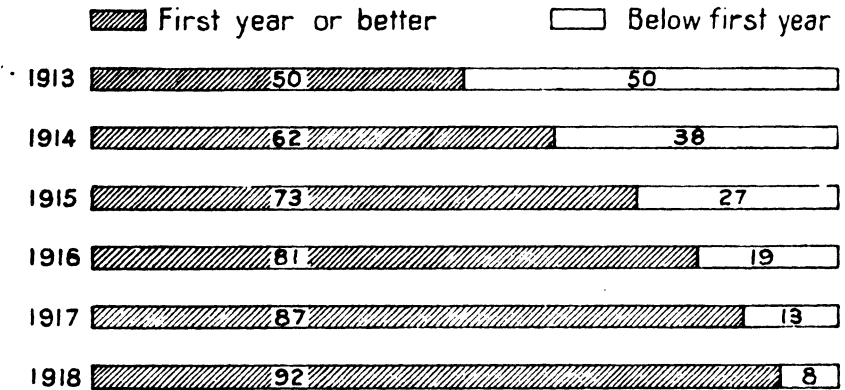
Secondary Teachers



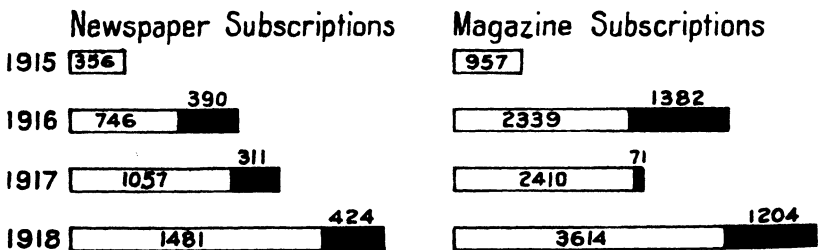
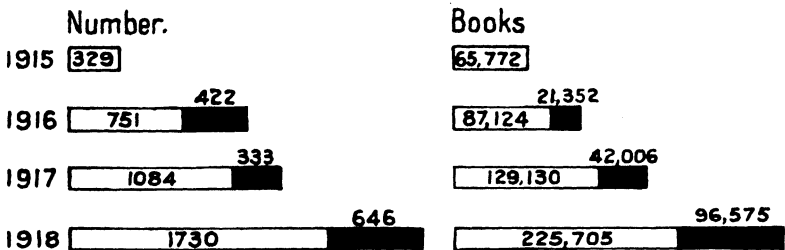
Supervisors



PERCENTAGE OF FILIPINO TEACHERS OF FIRST YEAR SECONDARY ATTAINMENTS OR BETTER

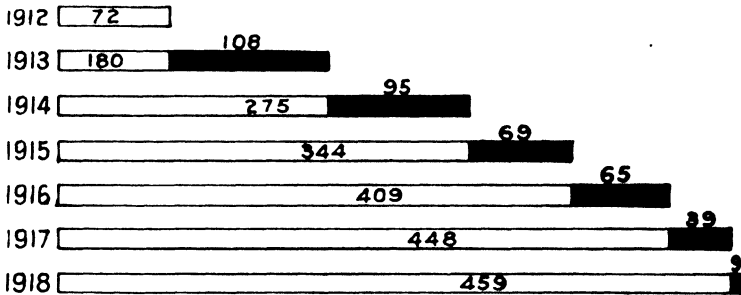


SCHOOL LIBRARIES (December)



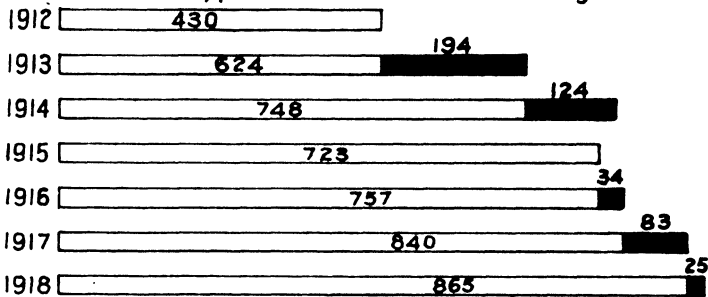
PERMANENT SCHOOL BUILDINGS COMPLETED

Standard-plan Reinforced Concrete



■ = Increase over previous year

All Types of Permanent Buildings

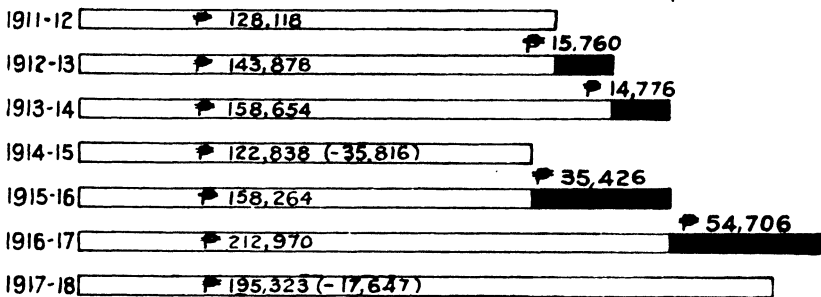


Decrease for 1915 due to more rigid classification

COMMERCIAL WORK DONE

IN

Trade Schools and Provincial School Shops



APPENDIXES

APPENDIXES

APPENDIX A.—BUREAU OF EDUCATION PERSONNEL

Directing and Supervising Officers

[December 31, 1918]

W. W. MARQUARDT, Director of Education ^a

LUTHER B. BEWLEY, Assistant Director of Education ^b

CAMILO OSIAS, Second Assistant Director of Education ^c

The General Office

| | |
|--------------------------|--|
| OLAF C. HANSEN..... | Chief Clerk ^d |
| JOHN W. OSBORN..... | Chief of Academic Division |
| WALLACE C. MAGATHAN..... | Superintendent of Accounts |
| HORACE E. CUTLER..... | Chief of Industrial Division ^e |
| G. GLENN LYMAN..... | Superintendent of Property |
| JOSE REYES..... | Chief of Records |
| NORTH H. FOREMAN..... | Superintendent of Agricultural Instruction |

Superintendents

| Name | Province or School | Headquarters |
|--------------------------------------|---------------------------------|--------------|
| Thomas H. Cassidy..... | Albay | Albay |
| Candido M. Alcazar (Acting)..... | Antique | San Jose |
| Benito Pangilinan (Acting)..... | Bataan | Balanga |
| H. M. Wagenblasse..... | Batangas | Batangas |
| O. H. Charles..... | Bohol | Tagbilaran |
| Robert L. Barron..... | Bulacan | Malolos |
| W. B. Beard..... | Cagayan | Tuguegarao |
| Arthur G. Spiller (Acting)..... | Camarines | Naga |
| F. E. Hemenway..... | Capiz | Capiz |
| William S. Fickes..... | Cavite | Cavite |
| S. J. Wright..... | Cebu | Cebu |
| Benjamin Levin..... | Ilocos Norte | Laosag |
| Edward J. Murphy..... | Ilocos Sur | Vigan |
| James C. Scott..... | Iloilo | Iloilo |
| Alexander M. Wiley (Acting)..... | Isabela | Iligan |
| R. G. McLeod..... | Laguna | Santa Cruz |
| S. Colin Campbell..... | Leyte | Tacloban |
| H. A. Bordiner..... | Manila | Manila |
| Leodegario Victorino..... | Mindoro | Calapan |
| Artie A. House (Acting)..... | Misamis | Cagayan |
| C. Skattembol..... | Mountain | Baguio |
| L. P. Willis (Acting)..... | Nueva Ecija | Cabanatuan |
| Daniel E. Clancy (Acting)..... | Nueva Vizcaya | Bayombong |
| Ralph H. Worley (Acting)..... | Occidental Negros | Bacolod |
| John C. Early..... | Oriental Negros | Dumaguete |
| S. C. Kelleher (Acting)..... | Palawan | Cuyo |
| Roy K. Gilmore..... | Pampanga | San Fernando |
| A. W. Cain..... | Pangasinan | Lingayen |
| Frederick J. Waters..... | Rizal | Pasig |
| Q. San Buenaventura (Acting)..... | Romblon | Romblon |
| B. Fielden Nutter (Acting)..... | Samar | Catbalogan |
| G. W. Satterthwaite..... | Sorsogon | Sorsogon |
| Walter G. M. Buckisch..... | Surigao | Surigao |
| Adam C. Derkum..... | Tarlac | Tarlac |
| Gilbert S. Perez (Acting)..... | Tayabas | Lucena |
| Honorio Poblador..... | Union | San Fernando |
| Antonio Nera (Acting)..... | Zambales | Iba |
| Miss Anna M. Donaldson (Acting)..... | Phil. Normal School | Manila |
| Killmer O. Moe..... | C. L. A. S. | Munoz |
| Frank W. Cheney..... | Phil. School of Arts and Trades | Manila |
| Carl Rydell..... | Phil. Nautical School | Pasay, Rizal |

^a W. W. Marquardt returned from the United States January 5, 1918.

^b Luther B. Bewley left for the United States January 31, 1918, and returned September 20, 1918.

^c Camilo Osias left for the United States September 3, 1918.

^d Olaf C. Hansen left for Siberia November 22, 1918, since which time Jose A. de Kastro has been acting chief clerk.

^e Horace E. Cutler was appointed chief (superintendent) of the Industrial Division June 20, 1918. Mr. Cutler had been acting in that capacity since April 20, 1918, on which date his predecessor, Carl M. Moore, became superintendent of the Department of Mindanao and Sulu.

Head Teachers

| Name | Province | Headquarters |
|-----------------------------|----------|--------------|
| J. Scott McCormick (Acting) | Abra | Bangued |
| Mauricio Lazo (Acting) | Batanes | Basco |

Department of Mindanao and Sulu

CARL M. MOORE, Department Superintendent, Zamboanga

Division Superintendents

| Name | Province | Headquarters |
|------------------------------|-----------|--------------|
| Charles S. Crowther (Acting) | Agusan | Butuan |
| George C. Kindley (Acting) | Bukidnon | Malaybalay |
| Arthur E. Harpst | Cotabato | Cotabato |
| Henry C. Stanton | Davao | Davao |
| John J. Hefington | Lanao | Dansalan |
| Jesse W. Light | Sulu | Jolo |
| Lloyd G. Kirby | Zamboanga | Zamboanga |

Principals of Insular Schools

Stanley P. Johnson, (Acting) Philippine School of Commerce, Manila.
Miss Delight Rice, School for the Deaf and the Blind, Manila.

Superintendent on Special Assignment

THOMAS J. MCQUAIDE, assigned as agent of the Secretary of Public Instruction in supervising private schools and colleges.

Division Superintendents on Leave in the United States

JOHN V. CROWE left the General Office January 16, 1918.
ROBERT CLAUSON left the division of Palawan September 19, 1918.
JEAN B. GRAHAM left the division of Samar June 14, 1918.

Division Superintendent on Leave in Siberia

OLAF C. HANSEN left the General Office November 22, 1918.

Division Superintendent on Leave in the Philippines

CHARLES E. HOYE left the division of Nueva Vizcaya July 5, 1918.

SEPARATIONS AND DATES EFFECTIVE

Division Superintendents

CLARENCE A. BELKNAP resigned from the superintendency of Misamis December 30, 1918.
BENJ. F. BENNINGTON resigned from the superintendency of Cebu December 26, 1918.
GLENN W. CAULKINS resigned from the superintendency of the Department of Mindanao and Sulu May 14, 1918.
GEORGE M. EGAN resigned from the superintendency of Surigao July 10, 1918.

CHARLES W. FRANKS was transferred from the superintendency of Philippine Normal School November 11, 1918, to the Office of the Governor-General.

HOWARD LONG resigned from the superintendency of Cebu January 15, 1918.
HUGH S. MEAD resigned from the superintendency of Ilocos Norte May 12, 1918.

MICHAEL H. O'MALLEY resigned from the superintendency of Private Schools, Manila, July 16, 1918.

JOHN M. ROBERTS, from the superintendency of Ilocos Norte, died November 2, 1918.

JAMES F. SCOULLER resigned from the superintendency of City Schools, Manila, January 15, 1918.

EGBERT M. SMOYER resigned from the superintendency of Sulu, Department of Mindanao and Sulu, July 22, 1918.

CLINTON D. WHIPPLE resigned from the superintendency of Nueva Ecija, February 9, 1918.

APPENDIX B.—LEGISLATION

FOURTH PHILIPPINE LEGISLATURE }
Third Session }

H. No. 1423.

[No. 2782]

AN ACT APPROPRIATING THE SUM OF THIRTY MILLION SEVEN HUNDRED AND FIVE THOUSAND EIGHT HUNDRED AND TWENTY-FOUR PESOS FOR THE EXTENSION OF FREE ELEMENTAL INSTRUCTION TO ALL CHILDREN OF SCHOOL AGE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. There is hereby appropriated, out of any funds in the Insular Treasury not otherwise appropriated, the sum of thirty million seven hundred and five thousand eight hundred and twenty-four pesos, or such part thereof as may be necessary, for the purpose of extending the facilities of free elemental instruction to all the children of school age of the Archipelago. Of this sum there shall be available for investment on the first of January, nineteen hundred and nineteen, the sum of seven hundred and thirty-five thousand pesos; on the first of January, nineteen hundred and twenty, the sum of three million nine hundred and nineteen thousand pesos; on the first of January, nineteen hundred and twenty-one, the sum of six million three hundred and five thousand four hundred pesos; on the first of January, nineteen hundred and twenty-two, the sum of eight million seven hundred and ten thousand four hundred and forty pesos; and on the first of January, nineteen hundred and twenty three, the sum of eleven million thirty five thousand nine hundred and eighty four pesos.

The sums so appropriated shall be in addition to the sums appropriated in the annual appropriations for the Bureau of Education and shall be expended with the approval of the Council of State. The unexpended balances at the end of each one of the aforesaid years shall revert to the general funds of the Insular Treasury.

SEC. 2. This Act shall take effect on its approval.

Approved, December 6, 1918.

CEDULA-TAX BILL

FOURTH PHILIPPINE LEGISLATURE }
 Third Session }

HOUSE OF REPRESENTATIVES

Introduced by

AN ACT TO AMEND CERTAIN SECTIONS OF THE ADMINISTRATIVE CODE IN ORDER TO PROVIDE FOR ADDITIONAL SCHOOL FUNDS BY CERTAIN INCREASES IN TAXATION.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 1440 of Act No. 2711, known as the Administrative Code, is hereby amended by adding thereto a paragraph to read as follows:

Provincial boards and municipal councils are further authorized to further increase the cedula tax aforesaid by an amount of fifty centavos or multiples thereof in each case. Such increase shall be effected by resolutions of the provincial boards and of the municipal councils concerned. These resolutions may be independent of each other, shall become effective either with the express approval of the Governor-General or on the expiration of thirty days after the receipt by him of such resolution without his disapproval and shall remain in force for succeeding years, unless amended or revoked.

A copy of any resolution effecting such increase shall be furnished by the municipal council to the municipal treasurer, to the provincial treasurer, and to the Collector of Internal Revenue, and by the provincial board to the provincial treasurer and to the Collector of Internal Revenue.

SEC. 2. The first paragraph of section 487 of said Administrative Code is hereby amended by adding thereto a paragraph to read as follows:

In provinces where the provincial board has by resolution increased the cedula tax for school purposes, the said increase shall accrue to the provincial school fund. In municipalities where the municipal council has by resolution increased the cedula tax for local purposes, the said additional increase shall accrue to the municipal school fund.

SEC. 3. This Act shall take effect on its passage.

REAL-PROPERTY TAX BILL

FOURTH PHILIPPINE LEGISLATURE }
 Third Session }

HOUSE OF REPRESENTATIVES

Introduced by

AN ACT TO AMEND CERTAIN SECTIONS OF THE ADMINISTRATIVE CODE IN ORDER TO PROVIDE FOR ADDITIONAL SCHOOL FUNDS BY CERTAIN INCREASES IN TAXATION.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 345 of Act No. 2711, known as the Administrative Code, is hereby amended so that the same shall read as follows:

The proceeds of the real-property tax shall be applied to the use and benefit of the respective provinces and municipalities wherein the property liable to such tax is situated.

The share of a province in said tax shall be levied by the provincial board thereof, whose duty it shall be, on or before the thirty-first day of

December of each year, to fix by resolution a uniform rate of taxation for the succeeding year in an amount not less than one-eighth nor more than four-eighths of one per centum.

The share of a municipality shall in the same manner be levied by ordinance of the municipal council thereof in an amount not less than one-fourth nor more than three-fourths of one per centum.

The resolutions of the provincial boards and of the municipal ordinances fixing the rate of land tax shall remain in force for succeeding years, unless said resolutions and ordinances are amended or revoked.

SEC. 2. Section 346 of said Administrative Code is hereby amended so as to read as follows:

The gross proceeds of the first one-eighth of one per centum levied or imposed for provincial purposes shall accrue, in a regularly organized province, exclusively to its road and bridge fund, and in a specially organized province, exclusively to its road and public-works fund. The gross proceeds of the next two-eighths, or any part thereof, levied for provincial purposes shall accrue to the general fund of the province. The gross proceeds of the remaining one-eighth, or any part thereof, levied for provincial purposes shall accrue to the provincial school fund.

The gross proceeds of the first one-fourth of one per centum levied or imposed for municipal purposes shall accrue exclusively to the school fund of the municipality. The gross proceeds of the second one-fourth, or any part thereof, levied for municipal purposes shall accrue to the general fund of the municipality. The gross proceeds of the remaining one-fourth, or any part thereof, levied for municipal purposes shall accrue exclusively to the school fund of the municipality in the same manner as the first one-fourth levied for municipal purposes shall accrue.

SEC. 3. Section 2111 of said Administrative Code is hereby amended by adding thereto a paragraph to read as follows:

Each year the provincial treasurer shall set aside in a provincial school fund ten per centum of the entire proceeds of the provincial general fund as collected. However, at the option of the provincial board such per centum shall not be so set aside provided that the board by resolution shall impose an additional real-property tax for said year as otherwise provided, equal to or greater than ten per centum of the entire proceeds of the provincial general fund, the proceeds of which shall accrue to said provincial school fund.

SEC. 4. This Act shall take effect on its passage.

INTERNAL-REVENUE TAX BILL.

FOURTH PHILIPPINE LEGISLATURE

Third Session

HOUSE OF REPRESENTATIVES

Introduced by

AN ACT TO AMEND CERTAIN SECTIONS OF THE ADMINISTRATIVE CODE IN ORDER TO PROVIDE FOR A REDISTRIBUTION OF INTERNAL REVENUE.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 491 of Act No. 2711, known as the Administrative Code, is hereby amended so that the same shall read as follows:

Of the internal revenue accruing each year to the Insular Treasury under the preceding section, there shall be set apart ten per centum as

a provincial general allotment, ten per centum as a provincial road and bridge allotment, and ten per centum as a municipal general allotment; but the amounts allotted to said several purposes during any year shall not be greater than the amounts allotted on the basis of internal-revenue figures for the fiscal year nineteen hundred and nine. There shall also be set apart five per centum as a provincial-school-fund allotment and ten per centum as a municipal-school-fund allotment, such allotments to be computed on the basis of collections for current fiscal years.

SEC. 2. Section 492 of said Administrative Code is hereby eliminated.

SEC. 3. The last paragraph of section 494 of said Administrative Code is hereby eliminated.

SEC. 4. This Act shall take effect on January 1, 1919.

AGRICULTURAL-NORMAL BILL

FOURTH PHILIPPINE LEGISLATURE }
Third Session

HOUSE OF REPRESENTATIVES

Introduced by

AN ACT TO PROVIDE FOR THE PROMOTION OF AGRICULTURAL EDUCATION AND FOR THE TRAINING OF TEACHERS FOR THE PUBLIC SCHOOLS; TO PROVIDE FOR COÖPERATION WITH THE PROVINCES IN THE ESTABLISHMENT AND MAINTENANCE OF AGRICULTURAL SCHOOLS AND OF NORMAL SCHOOLS AND IN TRAINING TEACHERS OF AGRICULTURE AND HOME ECONOMICS; AND TO APPROPRIATE MONEY AND REGULATE ITS EXPENDITURE.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. There is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections 2, 3, and 4 of this Act, to be expended as hereinafter provided by the Director of Education subject to the approval of the Secretary of Public Instruction, for the purpose of coöperating with the provinces in the establishment, in the equipment, and in the operation of provincial agricultural schools and of provincial normal schools; and for the preparation within the Philippine Islands of supervisors of agricultural projects and of teachers for the public schools.

SEC. 2. That for the purpose of coöperating with the provinces in the establishment and in the development of provincial agricultural schools and of provincial normal schools subject to the provisions of this Act, there shall be available on the first day of January for the fiscal year of nineteen hundred and twenty the sum of five hundred thousand pesos (₱500,000), and an equal amount annually thereafter for each of the four succeeding years. *Provided*, That the total allotment of funds to any province shall be fifty thousand pesos (₱50,000) for each agricultural school and one hundred fifty thousand pesos (₱150,000) for each normal school to be established, equipped, or operated under the provisions of this Act.

SEC. 3. For the purpose of coöperating with the provinces in equipping and in operating the agricultural schools and the normal schools provided for in the provisions of section 2 of this Act, there shall be available for the use of the provinces for the fiscal year ending December thirty-first, nineteen hundred and twenty, the sum of three hundred thousand pesos

(₱300,000); for the fiscal year ending December thirty-first, nineteen hundred twenty-one, the sum of four hundred fifty thousand pesos (₱450,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-two, and annually thereafter, the sum of six hundred thousand pesos (₱600,000). Said sums shall be available for expenditure on the first day of January of each year and shall be allotted annually to the provinces in proportion to the provincial funds provided for the agricultural schools and for the normal schools receiving aid from this Act, allotting one peso for each peso of provincial money provided for the fiscal year for which the allotment is made; *Provided*, That of the funds made available for school purposes under the provisions of section 3 of this Act, seventy per cent shall be for agricultural schools and thirty per cent for normal schools. And, provided, further, that the allotment of funds to any province shall be not less than a minimum of five thousand pesos (₱5,000) nor greater than a maximum of fifteen thousand pesos (₱15,000) for any fiscal year for each agricultural school and not less than ten thousand pesos (₱10,000) nor more than twenty thousand pesos (₱20,000) for each normal school established, equipped, or operated under the provisions of this Act. And, provided, further, that the funds thus appropriated and allotted shall accrue to a special provincial fund in each province to be known as the "Provincial School Fund," from which disbursements shall be made on vouchers duly approved by the division superintendent of schools or by his representative.

SEC. 4. For the purpose of training within the Philippine Islands supervisors of agricultural projects and teachers of agriculture, teachers of home economics, and teachers of other subjects taught in the public schools, there is hereby appropriated for the fiscal year ending December thirty-first, nineteen hundred and twenty, and annually thereafter, the sum of four hundred thousand pesos (₱400,000) to establish scholarships. These scholarships shall be apportioned by the Director of Education, subject to the approval of the Secretary of Public Instruction and appointments to scholarships shall be made by the Director of Education or by his representatives in a manner best suited to the promotion of the purposes of this Act. The recipients of scholarships shall be entitled to reimbursement of traveling expenses from place of residence to place where they are to receive training on appointment and return from the place in which they receive training to their respective stations on completion of the course specified and while pursuing the course of instruction shall be entitled to subsistence and to other living expenses. All such expenditures shall be payable from the sum thus appropriated.

SEC. 5. Each scholarship appointee shall sign an agreement to return, on the completion of the prescribed course of instruction, to his own province or to go to such other province as may be agreed upon by the appointee and the Director of Education and to serve as a supervisor or as a teacher during a period of time equal to that employed in study under the privileges of this Act.

SEC. 6. That in order to receive the benefits of the appropriations herein provided, the provincial board of any province shall guarantee to annually include in the provincial budget an appropriation from provincial funds for each school established a sum equal to or greater than the minimum amount provided for in section 3 of this Act, and shall secure for the school a suitable tract of land acceptable to the Director of Education and shall agree to meet such other requirements as may be specified by the

Director of Education subject to the approval of the Secretary of Public Instruction.

SEC. 7. Any province accepting the benefits of any of the respective funds herein appropriated shall not be deprived for any year of the regular annual assistance as long as the conditions prescribed in this Act are fully met by the province: *Provided*, That the Secretary of Public Instruction may refuse to release the aid allotted if it is ascertained that the province is not using or is not preparing to use the money in accordance with the provisions of this Act.

SEC. 8. Schools receiving the benefits of this Act shall be administered and conducted as a part of the public-school system in conformity with the School Law.

SEC. 9. This Act shall take effect on its passage.

APPENDIX C

Financial Statement of the Bureau of Education Auxiliaries of the Philippines Chapter, American Red Cross*

The tables below show the receipts and the expenditures of the Bureau of Education auxiliaries of the Philippines Chapter, American Red Cross, from June, 1918, to December 31, 1918.

SENIOR AUXILIARY

| | Total to November 30 | | December | | Total to Date | |
|------------------------------|------------------------|-------------|------------------------|---------|------------------------|-------------|
| | Number of Mem- bers | Amount | Number of Mem- bers | Amount | Number of Mem- bers | Amount |
| Receipts: | | | | | | |
| Magazine, P4 | 1, 106 | P4, 424. 00 | 9 | P88. 00 | 1, 115 | P4, 490. 00 |
| P2 memberships | 17, 328 | 34, 656. 00 | 330 | 660. 00 | 17, 658 | 35, 316. 00 |
| P10 memberships | 25 | 250. 00 | | | 25 | 250. 00 |
| P20 memberships | 25 | 500. 00 | | | 25 | 500. 00 |
| P50 memberships | 1 | 50. 00 | | | 1 | 50. 00 |
| P100 memberships | 57 | 5, 700. 00 | | | 57 | 5, 700. 00 |
| Magazine subscriptions at P2 | 183 | 366. 00 | | | 183 | 366. 00 |
| Total members | 18, 725 | | 339 | | 19, 064 | |
| Total receipts | | 45, 946. 00 | | 698. 00 | | 46, 642. 00 |
| Expenditures: | | | | | | |
| Remitted to the chapter | | 45, 946. 00 | | 698. 00 | | 46, 642. 00 |
| Total expenditures | | 45, 946. 00 | | 698. 00 | | 46, 642. 00 |

JUNIOR AUXILIARY

| | Total to November 30 | | December | | Total to Date | |
|-------------------|------------------------|--------------|------------------------|-------------|------------------------|--------------|
| | Number of Mem- bers | Amount | Number of Mem- bers | Amount | Number of Mem- bers | Amount |
| Receipts: | | | | | | |
| Contributions | | P12, 231. 16 | | P1, 700. 72 | | P13, 931. 88 |
| P0.30 memberships | 210, 171 | 63, 051. 30 | 4, 983 | 1, 494. 90 | 215, 154 | 64, 546. 20 |
| Miscellaneous | | 598. 69 | | . 50 | | 599. 19 |
| Total members | 210, 171 | | 4, 983 | | 215, 154 | |
| Total receipts | | 75, 881. 15 | | 3, 196. 12 | | 79, 077. 27 |

EXPENDITURES

| | |
|-----------------------------------|--------------|
| Postage, stationary, and printing | P579. 03 |
| Red Cross buttons | 682. 50 |
| Miscellaneous relief | 500. 00 |
| Relief to Igorot school children | 475. 18 |
| Military relief supplies | 4, 147. 68 |
| Foreign war relief supplies | 45, 487. 02 |
| Total expenditures | P61, 831. 41 |
| Balance on hand December 31, 1918 | 27, 245. 86 |

* The officers of the Bureau of Education auxiliaries of the Philippines Chapter, American Red Cross, are: W. W. Marquardt, chairman; Camilo Osias, assistant chairman; Luis Meneses, secretary-treasurer.

APPENDIX D.—STATISTICAL TABLES

No. 1.—Schools, Enrollment, Attendance, and Percentage of Attendance

A table showing, by divisions and for the Islands, the number of schools in March, 1918, and the total annual enrollment, the average monthly enrollment, the average daily attendance, and the percentage of attendance for the school year, 1917-18.

| Division | Secondary | | | | | Intermediate | | | | | Primary | | | | | Grand Total | | | | |
|----------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|
| | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance |
| Manila | 5 | 2,134 | 1,848 | 1,785 | 97 | 9 | 5,347 | 4,760 | 4,567 | 96 | 25 | 22,169 | 19,503 | 18,849 | 97 | 39 | 29,650 | 26,111 | 25,201 | 97 |
| Albay | 1 | 230 | 249 | 233 | 94 | 10 | 1,706 | 1,381 | 1,292 | 93 | 123 | 15,778 | 13,344 | 12,319 | 92 | 134 | 17,773 | 14,974 | 13,824 | 92 |
| Antique | 1 | 145 | 111 | 100 | 91 | 4 | 924 | 709 | 639 | 90 | 62 | 8,677 | 6,874 | 6,036 | 88 | 67 | 9,746 | 7,894 | 6,775 | 88 |
| Bataan | 1 | 90 | 81 | 79 | 98 | 2 | 389 | 361 | 346 | 96 | 18 | 3,260 | 2,776 | 2,645 | 95 | 21 | 3,739 | 3,070 | 2,806 | 95 |
| Batanes | 1 | 10 | 10 | 9 | 90 | 1 | 137 | 123 | 105 | 85 | 10 | 1,345 | 1,186 | 1,024 | 86 | 12 | 1,492 | 1,319 | 1,138 | 86 |
| Batangas | 1 | 343 | 281 | 272 | 97 | 13 | 1,776 | 1,606 | 1,538 | 96 | 136 | 14,634 | 13,053 | 12,180 | 93 | 150 | 16,753 | 14,940 | 13,990 | 94 |
| Bohol | 1 | 220 | 202 | 194 | 96 | 18 | 2,316 | 1,968 | 1,849 | 94 | 212 | 25,977 | 21,204 | 18,933 | 89 | 231 | 28,513 | 23,374 | 20,976 | 90 |
| Bulacan | 1 | 396 | 343 | 331 | 97 | 17 | 2,252 | 3,069 | 1,951 | 95 | 118 | 16,397 | 14,234 | 13,354 | 94 | 136 | 19,045 | 17,686 | 15,636 | 94 |
| Cagayan | 1 | 302 | 173 | 164 | 96 | 11 | 1,545 | 1,280 | 1,190 | 93 | 123 | 13,990 | 11,743 | 10,506 | 90 | 104 | 15,737 | 13,196 | 11,860 | 90 |
| Camarinas | 1 | 289 | 265 | 259 | 98 | 9 | 1,245 | 1,074 | 1,012 | 94 | 93 | 12,473 | 10,481 | 9,443 | 90 | 143 | 14,007 | 11,820 | 10,714 | 91 |
| Capiz | 2 | 369 | 335 | 313 | 93 | 13 | 2,161 | 1,978 | 1,856 | 94 | 179 | 24,650 | 21,137 | 19,018 | 90 | 194 | 27,180 | 23,450 | 21,187 | 90 |
| Cavite | 1 | 138 | 134 | 129 | 96 | 9 | 1,335 | 1,167 | 1,098 | 94 | 60 | 12,377 | 11,076 | 10,533 | 95 | 70 | 14,380 | 12,377 | 11,760 | 95 |
| Cebu | 1 | 121 | 622 | 587 | 94 | 19 | 3,117 | 2,681 | 2,484 | 93 | 237 | 33,071 | 28,119 | 25,454 | 91 | 257 | 36,909 | 31,422 | 28,525 | 91 |
| C. L. A. S. I. | 1 | 350 | 316 | 290 | 92 | 1 | 389 | 329 | 298 | 91 | 2 | 14,858 | 13,252 | 12,620 | 95 | 2 | 18,291 | 16,640 | 15,588 | 91 |
| Ilocos Norte | 1 | 720 | 673 | 663 | 99 | 16 | 2,713 | 2,535 | 2,439 | 96 | 123 | 14,858 | 13,252 | 12,620 | 95 | 140 | 18,291 | 16,640 | 15,588 | 96 |
| Ilocos Sur | 2 | 872 | 790 | 768 | 97 | 16 | 2,353 | 2,151 | 2,021 | 94 | 146 | 17,675 | 16,652 | 15,473 | 93 | 164 | 20,900 | 19,583 | 18,262 | 93 |
| Iloilo | 1 | 962 | 868 | 842 | 97 | 21 | 4,357 | 3,722 | 3,443 | 93 | 221 | 29,576 | 25,317 | 22,905 | 91 | 243 | 34,886 | 29,907 | 27,190 | 91 |
| Isabela | 1 | 129 | 115 | 108 | 94 | 3 | 662 | 660 | 500 | 89 | 66 | 8,171 | 6,542 | 5,783 | 88 | 70 | 8,962 | 7,217 | 6,391 | 89 |
| Laguna | 1 | 427 | 387 | 376 | 97 | 17 | 1,983 | 1,809 | 1,710 | 95 | 217 | 32,345 | 27,116 | 24,116 | 91 | 242 | 35,975 | 30,792 | 28,282 | 92 |
| Leyte | 1 | 886 | 826 | 497 | 95 | 24 | 3,044 | 2,601 | 2,373 | 91 | 217 | 32,345 | 27,685 | 25,412 | 92 | 242 | 35,975 | 30,792 | 28,282 | 92 |
| Mindoro | 1 | 42 | 29 | 29 | 100 | 8 | 401 | 355 | 338 | 95 | 51 | 5,628 | 4,507 | 4,064 | 90 | 60 | 5,971 | 4,801 | 4,401 | 90 |
| Misamis | 1 | 56 | 51 | 48 | 94 | 4 | 713 | 605 | 560 | 93 | 98 | 12,154 | 9,258 | 8,051 | 87 | 93 | 12,926 | 9,914 | 8,659 | 87 |
| Mountain | 2 | 121 | 93 | 90 | 97 | 7 | 684 | 456 | 466 | 94 | 112 | 9,338 | 7,551 | 6,573 | 87 | 121 | 10,043 | 8,130 | 7,119 | 88 |
| Nueva Ecija | 1 | 224 | 188 | 181 | 96 | 9 | 1,244 | 1,092 | 1,052 | 96 | 113 | 15,400 | 12,848 | 11,641 | 91 | 123 | 16,868 | 14,123 | 12,874 | 91 |
| Nueva Vizcaya | 1 | 157 | 112 | 106 | 96 | 3 | 1,494 | 1,422 | 1,401 | 95 | 23 | 2,396 | 1,986 | 1,770 | 91 | 27 | 3,017 | 2,470 | 2,277 | 92 |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|----|--------|--------|--------|----|-----|--------|--------|--------|----|-------|---------|---------|---------|----|-------|---------|---------|---------|----|
| Occidental Negros | 1 | 269 | 226 | 207 | 92 | 14 | 2,122 | 1,812 | 1,684 | 93 | 119 | 19,460 | 16,480 | 16,245 | 93 | 134 | 21,851 | 18,514 | 17,136 | 93 |
| Oriental Negros | 1 | 103 | 78 | 71 | 91 | 9 | 1,237 | 1,064 | 971 | 92 | 38 | 17,380 | 12,631 | 12,631 | 98 | 148 | 18,720 | 15,505 | 13,673 | 88 |
| Palawan | 1 | 37 | 44 | 41 | 93 | 3 | 1,553 | 1,229 | 1,064 | 95 | 39 | 3,334 | 2,808 | 2,808 | 44 | 3,629 | 3,092 | 2,796 | 90 | |
| Pampanga | 1 | 383 | 355 | 343 | 97 | 12 | 1,739 | 1,593 | 1,512 | 95 | 104 | 14,163 | 11,825 | 11,135 | 94 | 117 | 16,305 | 13,773 | 12,990 | 94 |
| Pangasinan | 1 | 890 | 812 | 794 | 94 | 31 | 3,943 | 3,504 | 3,365 | 96 | 181 | 29,199 | 25,244 | 24,162 | 96 | 213 | 33,992 | 29,560 | 28,321 | 96 |
| Rizal | 1 | 301 | 273 | 261 | 96 | 8 | 1,458 | 1,475 | 1,425 | 97 | 85 | 12,532 | 11,073 | 10,451 | 94 | 94 | 14,291 | 12,821 | 12,137 | 95 |
| Samar | 1 | 99 | 86 | 81 | 94 | 10 | 1,349 | 1,087 | 970 | 89 | 169 | 25,692 | 20,085 | 16,988 | 85 | 180 | 27,140 | 21,258 | 18,019 | 85 |
| Sorsogon | 1 | 182 | 151 | 137 | 91 | 8 | 1,007 | 846 | 764 | 90 | 103 | 14,966 | 12,043 | 10,651 | 88 | 112 | 16,155 | 13,040 | 11,562 | 89 |
| Surigao | 1 | 50 | 43 | 40 | 93 | 5 | 622 | 345 | 290 | 94 | 81 | 9,866 | 7,062 | 5,646 | 80 | 87 | 10,438 | 7,450 | 5,976 | 80 |
| Tarlac | 1 | 386 | 361 | 345 | 96 | 7 | 1,331 | 1,220 | 1,157 | 96 | 99 | 11,995 | 10,163 | 9,471 | 93 | 107 | 13,712 | 11,744 | 10,973 | 93 |
| Tayabas | 2 | 463 | 422 | 410 | 97 | 15 | 2,165 | 1,953 | 1,874 | 96 | 108 | 18,942 | 16,823 | 16,116 | 96 | 129 | 21,571 | 19,198 | 18,400 | 96 |
| Union | 1 | 446 | 385 | 373 | 97 | 19 | 2,126 | 1,933 | 1,851 | 96 | 61 | 12,765 | 11,005 | 10,598 | 96 | 76 | 14,837 | 13,323 | 12,822 | 96 |
| Zambales | 1 | 222 | 199 | 191 | 96 | 4 | 851 | 784 | 749 | 96 | 61 | 9,282 | 8,183 | 7,751 | 95 | 66 | 10,355 | 9,136 | 8,691 | 96 |
| Normal | 1 | 674 | 630 | 615 | 98 | 1 | 395 | 355 | 341 | 96 | 1 | 547 | 454 | 421 | 93 | 3 | 1,616 | 1,439 | 1,377 | 96 |
| Total | 47 | 14,491 | 12,866 | 12,362 | 96 | 411 | 63,670 | 56,015 | 52,690 | 94 | 3,985 | 567,116 | 480,960 | 440,311 | 92 | 4,443 | 645,277 | 549,841 | 506,263 | 92 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan | 3 | 144 | 119 | 113 | 95 | 39 | 4,715 | 3,716 | 3,136 | 84 | 42 | 4,859 | 3,835 | 3,249 | 85 | | | | | |
| Bukidnon | 2 | 54 | 46 | 45 | 98 | 35 | 2,936 | 2,081 | 1,981 | 95 | 37 | 2,980 | 2,127 | 2,026 | 96 | | | | | |
| Cotabato | 1 | 36 | 33 | 32 | 97 | 31 | 2,206 | 1,693 | 1,288 | 81 | 32 | 2,241 | 1,626 | 1,320 | 81 | | | | | |
| Davao | 1 | 23 | 15 | 14 | 93 | 60 | 5,385 | 3,943 | 3,048 | 77 | 61 | 5,408 | 3,968 | 3,062 | 77 | | | | | |
| Lanao | 1 | 81 | 73 | 69 | 96 | 31 | 2,084 | 1,265 | 996 | 79 | 32 | 2,189 | 1,358 | 1,082 | 80 | | | | | |
| Sulu | 1 | 21 | 15 | 14 | 93 | 33 | 2,581 | 1,900 | 1,656 | 87 | 34 | 2,602 | 1,915 | 1,670 | 87 | | | | | |
| Zamboanga | 1 | 38 | 31 | 29 | 94 | 3 | 277 | 255 | 245 | 92 | 62 | 5,537 | 4,528 | 4,835 | 76 | 66 | 5,852 | 4,835 | 3,722 | 77 |
| Grand total | 48 | 14,629 | 12,897 | 12,391 | 96 | 423 | 64,306 | 56,592 | 53,232 | 94 | 4,276 | 592,563 | 499,986 | 455,754 | 91 | 4,747 | 671,398 | 569,475 | 521,377 | 92 |

Central Luzon Agricultural School.

When compared with the statistics for the previous school year, these figures show that the number of secondary schools increased by 2 and that the number of intermediate schools increased by 55, while the number of primary schools decreased by 12. When compared with these figures, statistics for September, 1918, show an increase of 110 in the number of primary schools, an increase of 87 in the number of intermediate schools, and an increase of 2 in the number of secondary schools.

While the average daily attendance of pupils in the primary grades decreased by 1,629, the number of intermediate and the number of secondary pupils increased by 6,002 and by 2,741 respectively. The rate of increase in the attendance of intermediate pupils was 13 per cent and the rate of increase in the attendance of secondary pupils was 28 per cent.

The percentage of attendance, which is found by dividing the average attendance by the average enrolment, shows an increase of 1 per cent over that of the previous year.

No. 2.—*Enrolment by Grades and by Sexes*
 A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September, 1918.

| Division | Primary Grades | | | | | | | | | | | |
|-------------------|----------------|--------|--------|-------|--------|-------|-------|--------|-------|-------|--------|-------|
| | I | | | II | | | III | | | IV | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Manila | 3,627 | 2,924 | 6,551 | 3,313 | 2,581 | 5,894 | 2,531 | 1,896 | 4,417 | 2,252 | 1,460 | 3,712 |
| Albay | 3,649 | 2,559 | 6,208 | 2,453 | 1,765 | 4,218 | 1,607 | 1,060 | 2,667 | 1,019 | 578 | 1,597 |
| Antique | 1,882 | 1,351 | 3,233 | 1,178 | 906 | 1,983 | 879 | 513 | 1,392 | 310 | 938 | 1,248 |
| Bataan | 1,755 | 1,596 | 3,350 | 1,415 | 298 | 1,713 | 337 | 203 | 540 | 247 | 476 | 723 |
| Batanes | 272 | 218 | 490 | 194 | 110 | 304 | 112 | 47 | 159 | 96 | 29 | 125 |
| Batangas | 3,610 | 2,560 | 6,170 | 2,037 | 1,251 | 3,288 | 1,596 | 877 | 2,473 | 1,417 | 589 | 2,006 |
| Bohol | 5,384 | 4,387 | 9,771 | 3,121 | 2,496 | 5,617 | 1,953 | 1,445 | 3,398 | 1,213 | 777 | 1,990 |
| Bulacan | 4,632 | 3,367 | 7,999 | 2,472 | 1,485 | 3,957 | 1,619 | 2,469 | 4,088 | 1,911 | 575 | 2,486 |
| Cagayan | 2,849 | 2,390 | 5,239 | 1,568 | 1,138 | 2,706 | 1,217 | 773 | 1,990 | 1,474 | 548 | 2,022 |
| Camarines | 2,491 | 1,842 | 4,333 | 1,787 | 1,198 | 2,985 | 1,060 | 585 | 1,645 | 720 | 361 | 1,081 |
| Capiz | 4,668 | 3,438 | 8,106 | 2,495 | 1,836 | 4,331 | 1,638 | 1,022 | 2,660 | 1,127 | 659 | 1,786 |
| Cavite | 2,847 | 2,363 | 5,210 | 1,859 | 1,405 | 3,264 | 1,158 | 860 | 2,018 | 774 | 511 | 1,285 |
| Cebu | 8,097 | 5,461 | 13,558 | 5,163 | 2,739 | 7,902 | 3,457 | 1,667 | 5,124 | 2,229 | 1,023 | 3,252 |
| C. L. A. S. I | | | | | | | | | | | | |
| Ilocos Norte | 3,126 | 2,571 | 5,697 | 2,134 | 1,652 | 3,786 | 1,674 | 1,030 | 2,704 | 1,221 | 797 | 2,018 |
| Ilocos Sur | 4,215 | 2,648 | 6,863 | 2,942 | 1,581 | 4,523 | 2,394 | 1,277 | 3,671 | 1,677 | 743 | 2,420 |
| Iloilo | 6,694 | 5,005 | 11,699 | 3,855 | 2,969 | 6,824 | 2,757 | 2,001 | 4,758 | 1,901 | 1,215 | 3,116 |
| Isabela | 2,286 | 1,893 | 4,179 | 1,146 | 743 | 1,889 | 721 | 366 | 1,087 | 559 | 275 | 834 |
| Laguna | 3,499 | 2,831 | 6,330 | 2,020 | 1,540 | 3,560 | 1,590 | 1,110 | 2,700 | 1,194 | 768 | 1,962 |
| Leyte | 8,896 | 7,617 | 16,513 | 4,422 | 3,676 | 8,098 | 2,928 | 2,215 | 5,143 | 1,855 | 1,239 | 3,094 |
| Mindoro | 1,201 | 910 | 2,111 | 587 | 424 | 1,011 | 456 | 275 | 731 | 388 | 206 | 594 |
| Misamis | 3,030 | 2,954 | 5,984 | 1,206 | 1,168 | 2,374 | 677 | 690 | 1,367 | 438 | 439 | 877 |
| Mountain | 2,699 | 962 | 3,661 | 1,026 | 294 | 1,320 | 725 | 134 | 854 | 451 | 130 | 581 |
| Nueva Ecija | 3,853 | 3,180 | 7,033 | 1,843 | 1,300 | 3,143 | 1,290 | 682 | 1,972 | 904 | 414 | 1,318 |
| Nueva Vizcaya | 363 | 238 | 601 | 302 | 168 | 470 | 240 | 153 | 393 | 241 | 150 | 391 |
| Occidental Negros | 4,112 | 3,565 | 7,677 | 2,805 | 2,172 | 4,977 | 2,039 | 1,560 | 3,599 | 1,334 | 808 | 2,142 |
| Oriental Negros | 3,809 | 3,143 | 6,952 | 1,866 | 1,406 | 3,272 | 1,234 | 759 | 1,993 | 752 | 457 | 1,209 |

| | | | | | | | | | | | | | | | |
|----------------------|---------|---------|---------|--------|--------|---------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Palawan..... | 743 | 392 | 1,135 | 447 | 198 | 645 | 464 | 182 | 646 | 268 | 62 | 330 | 1,922 | 834 | 2,756 |
| Pampanga..... | 3,268 | 2,110 | 5,378 | 1,721 | 997 | 2,718 | 1,277 | 603 | 1,880 | 1,028 | 409 | 1,437 | 7,294 | 4,119 | 11,413 |
| Pangasinan..... | 7,156 | 6,073 | 13,229 | 3,973 | 2,391 | 6,304 | 3,589 | 2,074 | 6,463 | 2,891 | 1,561 | 4,462 | 17,409 | 12,639 | 30,048 |
| Rizal..... | 3,096 | 2,519 | 5,515 | 1,926 | 1,317 | 3,243 | 1,248 | 746 | 1,994 | 853 | 393 | 1,246 | 7,123 | 4,976 | 12,098 |
| Romblon..... | 934 | 6,672 | 1,606 | 639 | 424 | 1,043 | 471 | 260 | 1,761 | 417 | 233 | 650 | 2,461 | 1,609 | 4,070 |
| Samar..... | 7,298 | 6,247 | 13,535 | 2,580 | 1,868 | 4,448 | 1,912 | 764 | 2,096 | 814 | 429 | 1,243 | 11,974 | 9,348 | 21,322 |
| Sorsogon..... | 4,522 | 3,131 | 7,653 | 1,682 | 1,136 | 2,818 | 917 | 529 | 1,446 | 611 | 293 | 904 | 7,732 | 6,069 | 12,821 |
| Surigao..... | 1,948 | 1,745 | 3,693 | 921 | 744 | 1,665 | 454 | 340 | 794 | 283 | 183 | 466 | 3,606 | 3,012 | 6,618 |
| Tarlac..... | 3,050 | 2,629 | 5,679 | 1,636 | 1,065 | 2,721 | 1,250 | 593 | 1,843 | 987 | 424 | 1,391 | 6,903 | 4,731 | 11,634 |
| Tayabas..... | 4,621 | 3,401 | 8,022 | 3,041 | 2,143 | 5,184 | 2,174 | 1,294 | 3,468 | 1,666 | 860 | 2,406 | 11,392 | 7,688 | 19,080 |
| Union..... | 2,361 | 1,428 | 3,789 | 1,696 | 1,017 | 2,712 | 1,646 | 827 | 2,471 | 1,439 | 660 | 2,059 | 7,139 | 3,932 | 11,071 |
| Zambales..... | 2,720 | 2,329 | 5,049 | 969 | 768 | 1,727 | 865 | 462 | 1,347 | 488 | 324 | 812 | 5,032 | 3,903 | 8,936 |
| Normal School..... | 60 | 57 | 117 | 33 | 34 | 67 | 55 | 30 | 85 | 60 | 40 | 100 | 208 | 161 | 369 |
| Trade School..... | | | | | | | | | | | | | | | |
| Nautical School..... | | | | | | | | | | | | | | | |
| Total..... | 134,263 | 104,305 | 238,568 | 75,512 | 52,762 | 128,294 | 53,810 | 32,864 | 86,674 | 38,514 | 21,096 | 59,612 | 302,099 | 211,049 | 513,148 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | |
| Agusan..... | 1,636 | 1,294 | 2,920 | 641 | 367 | 908 | 576 | 271 | 647 | 186 | 99 | 295 | 2,789 | 2,021 | 4,760 |
| Bukidnon..... | 1,712 | 817 | 2,529 | 424 | 151 | 575 | 251 | 169 | 340 | 147 | 66 | 216 | 2,534 | 1,125 | 3,659 |
| Cotabato..... | 1,723 | 306 | 1,023 | 315 | 87 | 402 | 158 | 55 | 252 | 46 | 13 | 75 | 1,299 | 461 | 1,760 |
| Davao..... | 1,822 | 1,067 | 2,859 | 640 | 265 | 906 | 365 | 123 | 493 | 215 | 42 | 257 | 3,042 | 1,472 | 4,514 |
| Lanao..... | 1,318 | 184 | 1,502 | 241 | 70 | 311 | 126 | 44 | 170 | 57 | 19 | 76 | 1,742 | 377 | 2,069 |
| Sulu..... | 1,576 | 167 | 1,743 | 585 | 48 | 633 | 202 | 26 | 230 | 93 | 21 | 104 | 2,446 | 264 | 2,710 |
| Zamboanga..... | 2,231 | 942 | 3,173 | 869 | 306 | 1,167 | 391 | 194 | 585 | 362 | 110 | 472 | 3,843 | 1,654 | 5,497 |
| Grand total..... | 145,261 | 109,041 | 254,322 | 79,117 | 54,078 | 133,195 | 55,717 | 33,674 | 89,391 | 39,629 | 21,470 | 61,099 | 319,744 | 219,268 | 538,007 |

¹ Central Luzon Agricultural School.
² Grade II pupils on vacation during August and September, 1918.

No. 2.—Enrolment by Grades and by Sexes—Continued

| Division | V | | | VI | | | VII | | | Total | | |
|-------------------|--------|-------|-------|--------|-------|-------|--------|------|-------|--------|-------|-------|
| | Male | | Total | Male | | Total | Male | | Total | Male | | Total |
| | Female | Male | | Female | Male | | Female | Male | | Female | Male | |
| Manila | 1,625 | 982 | 2,607 | 728 | 1,172 | 1,900 | 781 | 417 | 1,198 | 3,578 | 2,127 | 5,705 |
| Albay | 617 | 321 | 938 | 172 | 475 | 647 | 201 | 117 | 318 | 1,121 | 610 | 1,731 |
| Antique | 317 | 131 | 448 | 70 | 137 | 207 | 140 | 61 | 201 | 334 | 282 | 616 |
| Bataan | 150 | 49 | 199 | 30 | 103 | 133 | 81 | 16 | 97 | 334 | 36 | 370 |
| Batanes | 70 | 28 | 98 | 10 | 32 | 42 | 19 | 4 | 23 | 121 | 42 | 163 |
| Batangas | 871 | 337 | 1,208 | 154 | 425 | 579 | 352 | 114 | 466 | 1,648 | 906 | 2,553 |
| Bohol | 548 | 174 | 722 | 143 | 336 | 479 | 282 | 132 | 394 | 1,146 | 449 | 1,595 |
| Bulacan | 826 | 301 | 1,127 | 230 | 541 | 771 | 367 | 151 | 518 | 1,734 | 852 | 2,416 |
| Cagayan | 478 | 237 | 715 | 165 | 344 | 509 | 198 | 101 | 299 | 1,020 | 503 | 1,523 |
| Camarines | 404 | 168 | 562 | 122 | 233 | 355 | 144 | 68 | 212 | 781 | 348 | 1,129 |
| Capiz | 560 | 305 | 865 | 222 | 350 | 572 | 256 | 116 | 372 | 1,166 | 643 | 1,809 |
| Cavite | 409 | 196 | 605 | 197 | 271 | 468 | 170 | 123 | 292 | 859 | 515 | 1,374 |
| Cebu | 1,118 | 448 | 1,566 | 634 | 1,116 | 1,750 | 561 | 190 | 751 | 2,313 | 912 | 3,225 |
| C. L. A. S. I. | 85 | 16 | 101 | 13 | 116 | 129 | 154 | 29 | 184 | 355 | 29 | 384 |
| Ilocos Norte | 874 | 480 | 1,354 | 315 | 568 | 883 | 377 | 240 | 617 | 1,819 | 1,036 | 2,854 |
| Ilocos Sur | 888 | 354 | 1,242 | 229 | 524 | 753 | 373 | 142 | 515 | 1,785 | 725 | 2,510 |
| Iloilo | 1,134 | 615 | 1,749 | 366 | 797 | 1,163 | 719 | 283 | 1,022 | 2,670 | 1,264 | 3,934 |
| Isabela | 233 | 141 | 374 | 43 | 138 | 181 | 93 | 34 | 127 | 464 | 218 | 682 |
| Laguna | 680 | 363 | 1,043 | 215 | 383 | 598 | 331 | 138 | 469 | 1,364 | 716 | 2,080 |
| Leyte | 942 | 529 | 1,471 | 311 | 554 | 865 | 386 | 200 | 586 | 1,862 | 1,040 | 2,892 |
| Mindoro | 134 | 56 | 190 | 43 | 99 | 142 | 55 | 18 | 73 | 288 | 117 | 405 |
| Misamis | 197 | 103 | 300 | 72 | 130 | 202 | 87 | 34 | 121 | 344 | 209 | 553 |
| Mountain | 144 | 58 | 202 | 48 | 85 | 133 | 96 | 30 | 126 | 325 | 136 | 461 |
| Nueva Ecija | 515 | 182 | 697 | 92 | 319 | 411 | 211 | 84 | 295 | 1,045 | 368 | 1,408 |
| Nueva Vizcaya | 134 | 76 | 210 | 41 | 74 | 115 | 56 | 36 | 91 | 264 | 152 | 416 |
| Oriental Negros | 351 | 1,041 | 1,392 | 227 | 491 | 718 | 298 | 160 | 458 | 1,479 | 738 | 2,217 |
| Occidental Negros | 362 | 192 | 554 | 84 | 165 | 249 | 133 | 75 | 208 | 660 | 362 | 1,012 |
| Palawan | 153 | 48 | 201 | 26 | 77 | 103 | 74 | 5 | 79 | 304 | 79 | 383 |
| Pampanga | 604 | 255 | 859 | 367 | 367 | 734 | 228 | 98 | 326 | 1,039 | 469 | 1,508 |
| Pangasinan | 1,573 | 675 | 2,248 | 376 | 899 | 1,275 | 666 | 255 | 921 | 3,128 | 1,306 | 4,434 |
| Rizal | 524 | 189 | 713 | 108 | 321 | 429 | 270 | 121 | 391 | 1,115 | 418 | 1,533 |
| Romblon | 208 | 128 | 336 | 64 | 107 | 171 | 64 | 41 | 105 | 379 | 233 | 612 |

| | | | | | | | | | | | | |
|---------------------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|
| Samar..... | 442 | 199 | 641 | 297 | 112 | 409 | 180 | 61 | 241 | 919 | 372 | 1,291 |
| Sorsogon..... | 301 | 109 | 410 | 217 | 83 | 300 | 173 | 45 | 218 | 691 | 237 | 1,928 |
| Surigao..... | 128 | 83 | 211 | 40 | 24 | 64 | 56 | 20 | 76 | 224 | 127 | 351 |
| Tarlac..... | 533 | 163 | 696 | 357 | 104 | 461 | 268 | 53 | 321 | 1,158 | 320 | 1,478 |
| Tayabas..... | 816 | 371 | 1,187 | 484 | 225 | 709 | 342 | 163 | 506 | 1,642 | 759 | 2,401 |
| Union..... | 920 | 368 | 1,288 | 510 | 196 | 706 | 348 | 132 | 480 | 1,778 | 696 | 2,474 |
| Zambales..... | 379 | 161 | 540 | 213 | 87 | 300 | 139 | 46 | 185 | 731 | 294 | 1,025 |
| Normal School | 73 | 31 | 104 | 63 | 62 | 125 | 49 | 51 | 100 | 185 | 144 | 329 |
| Trade School | 102 | | 102 | 129 | | 129 | 103 | | 103 | 334 | | 334 |
| Nautical School | | | | | | | | | | | | |
| Total | 21,731 | 9,963 | 31,694 | 13,406 | 6,198 | 19,603 | 9,550 | 4,175 | 14,125 | 45,086 | 20,336 | 65,422 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Agusan..... | 64 | 28 | 92 | 31 | 16 | 47 | 37 | 9 | 46 | 132 | 53 | 166 |
| Bukidnon..... | 57 | 2 | 59 | 18 | | 18 | 13 | 1 | 14 | 88 | 3 | 91 |
| Cotabato..... | 32 | 7 | 39 | 18 | | 18 | | | | 50 | 7 | 57 |
| Davao..... | 36 | 7 | 43 | 4 | 2 | 6 | | | | 30 | 9 | 39 |
| Lanao..... | 16 | 14 | 30 | 17 | 10 | 27 | 12 | 6 | 18 | 45 | 30 | 76 |
| Sulu..... | 29 | 14 | 43 | 10 | | 10 | | | | 39 | 14 | 53 |
| Zamboanga..... | 140 | 48 | 188 | 96 | 27 | 122 | 79 | 10 | 89 | 314 | 85 | 399 |
| Grand total | 22,095 | 10,083 | 32,178 | 13,598 | 6,253 | 19,851 | 10,091 | 4,201 | 14,292 | 45,784 | 20,537 | 66,321 |

¹ Central Luzon Agricultural School.

No. 2.—Enrolment by Grades and by Sexes—Continued

| Division | Secondary Years | | | | | | | | | | Grand Total | | | | | | | |
|-------------------|-----------------|--------|--------|------|--------|-------|--------|--------|-------|------|-------------|-------|-------|--------|-------|--------|--------|--------|
| | First | | Second | | Third | | Fourth | | Total | | | | | | | | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | | | |
| Manila | 486 | 236 | 722 | 411 | 109 | 520 | 266 | 76 | 342 | 201 | 36 | 237 | 1,364 | 457 | 1,821 | 16,965 | 11,435 | 28,400 |
| Albay | 131 | 55 | 186 | 51 | 10 | 61 | 32 | 3 | 35 | 21 | 4 | 25 | 135 | 72 | 207 | 10,084 | 6,644 | 16,728 |
| Antique | 81 | 21 | 102 | 45 | 8 | 53 | 15 | 2 | 17 | | | | 141 | 31 | 172 | 5,252 | 3,272 | 8,524 |
| Bataan | 67 | 7 | 74 | 31 | 2 | 33 | 23 | 5 | 28 | | | | 121 | 14 | 135 | 2,209 | 1,381 | 3,590 |
| Batanes | 16 | 1 | 17 | | | | | | | | | | 16 | 1 | 17 | 811 | 447 | 1,258 |
| Batangas | 126 | 29 | 155 | 58 | 15 | 73 | 27 | 7 | 34 | 28 | 1 | 29 | 239 | 52 | 291 | 10,647 | 5,984 | 16,531 |
| Bohol | 127 | 72 | 199 | 57 | 6 | 63 | 13 | 3 | 16 | | | | 197 | 81 | 278 | 13,014 | 9,635 | 22,649 |
| Bulacan | 121 | 45 | 166 | 90 | 22 | 112 | 34 | 6 | 40 | 31 | 8 | 39 | 276 | 81 | 357 | 11,924 | 7,040 | 18,964 |
| Cagayan | 75 | 36 | 111 | 45 | 7 | 52 | 15 | 4 | 19 | 30 | | | 165 | 47 | 212 | 7,745 | 5,399 | 13,144 |
| Camarines | 127 | 50 | 177 | 56 | 17 | 73 | 32 | 6 | 38 | 28 | 2 | 30 | 243 | 75 | 318 | 7,082 | 4,409 | 11,491 |
| Capiz | 99 | 37 | 136 | 49 | 13 | 62 | 33 | 10 | 43 | 18 | 7 | 25 | 199 | 67 | 266 | 11,298 | 7,665 | 18,968 |
| Cavite | 104 | 28 | 132 | 48 | 17 | 65 | 21 | 6 | 31 | | | | 152 | 45 | 197 | 7,649 | 5,699 | 13,348 |
| Cebu | 338 | 105 | 443 | 183 | 28 | 211 | 107 | 23 | 130 | 54 | 10 | 64 | 682 | 166 | 848 | 21,946 | 11,968 | 33,914 |
| C. L. A. S. I | 403 | | 403 | 132 | | 132 | | | | | | | 535 | | 535 | 890 | 29 | 919 |
| Ilocos Norte | 345 | 167 | 512 | 183 | 47 | 230 | 67 | 15 | 82 | 42 | 8 | 50 | 637 | 237 | 874 | 10,671 | 7,322 | 17,993 |
| Ilocos Sur | 319 | 147 | 466 | 156 | 62 | 218 | 109 | 12 | 121 | 63 | 6 | 69 | 647 | 227 | 874 | 13,660 | 7,201 | 20,861 |
| Iloilo | 448 | 166 | 614 | 225 | 63 | 288 | 171 | 34 | 206 | 81 | 10 | 91 | 925 | 273 | 1,198 | 18,892 | 13,227 | 32,119 |
| Isabela | 63 | 6 | 69 | 27 | 3 | 30 | 11 | 3 | 14 | | | | 101 | 12 | 113 | 5,307 | 3,507 | 8,814 |
| Laguna | 154 | 64 | 218 | 91 | 34 | 125 | 43 | 15 | 58 | 45 | 8 | 53 | 333 | 121 | 454 | 10,454 | 7,086 | 17,540 |
| Leyte | 210 | 90 | 300 | 98 | 17 | 115 | 59 | 11 | 70 | 40 | 4 | 44 | 407 | 122 | 529 | 20,360 | 15,909 | 36,269 |
| Mindoro | 31 | 2 | 33 | | | | | | | | | | 31 | 2 | 33 | 2,951 | 1,934 | 4,885 |
| Misamis | 24 | 6 | 30 | 13 | 5 | 18 | | | | | | | 37 | 11 | 48 | 5,857 | 5,471 | 11,328 |
| Mountain | 61 | 15 | 76 | 33 | 3 | 36 | 34 | 5 | 39 | 28 | 3 | 31 | 94 | 18 | 112 | 5,321 | 1,734 | 7,055 |
| Nueva Ecija | 53 | 22 | 75 | 52 | 10 | 62 | 16 | 2 | 18 | | | | 167 | 40 | 207 | 9,107 | 5,974 | 15,081 |
| Nueva Vizcaya | 48 | 32 | 80 | 29 | 10 | 39 | 16 | 2 | 18 | | | | 93 | 44 | 137 | 1,503 | 906 | 2,408 |
| Occidental Negros | 77 | 38 | 115 | 60 | 22 | 82 | 30 | 10 | 40 | 27 | 5 | 32 | 194 | 75 | 269 | 11,983 | 8,918 | 20,901 |
| Oriental Negros | 56 | 23 | 79 | 17 | 6 | 23 | 23 | 10 | 33 | | | | 73 | 29 | 102 | 8,394 | 6,146 | 14,540 |
| Palawan | 26 | 2 | 28 | 7 | 1 | 8 | | | | | | | 33 | 3 | 36 | 2,269 | 915 | 3,184 |
| Pampanga | 138 | 42 | 180 | 114 | 17 | 131 | 49 | 14 | 63 | 42 | 4 | 46 | 343 | 77 | 420 | 8,986 | 4,665 | 13,651 |
| Pangasinan | 381 | 153 | 534 | 169 | 32 | 201 | 121 | 20 | 141 | 84 | 9 | 93 | 755 | 214 | 969 | 21,292 | 14,159 | 35,451 |
| Rizal | 140 | 45 | 185 | 60 | 13 | 73 | 25 | 4 | 29 | 18 | 2 | 20 | 243 | 64 | 307 | 8,481 | 5,457 | 13,938 |
| Romblon | 14 | 12 | 26 | 11 | 7 | 18 | | | | | | | 25 | 19 | 44 | 2,865 | 1,861 | 4,726 |

No. 3.—Enrolment of Intermediate Pupils by Courses

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1918.

[illegible]

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|--------|-------|-----|-----|-------|-----|-------|--------|-------|--------|-------|-------|-----|-----|-----|-----|-------|--------|-------|--------|
| Mindoro | 112 | 17 | | | 31 | 112 | 48 | 160 | 72 | 3 | | | 25 | 72 | 28 | 100 | | | | |
| Misamis | 186 | | | | 115 | 186 | 115 | 301 | 96 | | | | 44 | 96 | 44 | 140 | | | | |
| Mountain | 77 | 55 | | | 4 | 140 | 59 | 199 | 65 | 16 | | | 13 | 109 | 29 | 138 | | | | |
| Nueva Ecija | 388 | 74 | | | 63 | 401 | 129 | 530 | 189 | 45 | | 44 | 39 | 213 | 84 | 297 | | | | |
| Nueva Vizcaya | 106 | 32 | | | 30 | 136 | 70 | 206 | 37 | 12 | | | 26 | 64 | 38 | 92 | | | | |
| Ocidental Negros | 264 | 95 | 229 | 78 | | 72 | 522 | 245 | 767 | 141 | 52 | 139 | 59 | 20 | 52 | 300 | | | | |
| Oriental Negros | 262 | 44 | | | 99 | 278 | 143 | 491 | 162 | 20 | | | 15 | 61 | 177 | 81 | | | | |
| Palawan | 48 | 26 | | | 5 | 82 | 31 | 113 | 47 | 7 | | | | 73 | 7 | 80 | | | | |
| Pampanga | 451 | 114 | | | 37 | 59 | 488 | 173 | 661 | 337 | 65 | | 46 | 372 | 111 | 483 | | | | |
| Pangasinan | 983 | 254 | | | 39 | 52 | 1,074 | 434 | 1,508 | 621 | 147 | | 51 | 52 | 128 | 999 | | | | |
| Rizal | 436 | 99 | | | 44 | 436 | 146 | 579 | 319 | 96 | | | | | | | | | | |
| Samar | 330 | | | | 25 | 155 | 355 | 155 | 510 | 171 | | | 34 | 75 | 121 | 440 | | | | |
| Sorsogon | 229 | 66 | | | 35 | 42 | 264 | 108 | 372 | 145 | 33 | | 36 | 76 | 238 | 96 | | | | |
| Surigao | 65 | 9 | | | 11 | 37 | 76 | 46 | 122 | 54 | 4 | | 24 | 161 | 57 | 238 | | | | |
| Tarlac | 366 | | | | 83 | 121 | 399 | 121 | 520 | 270 | | | 6 | 180 | 32 | 96 | | | | |
| Tayabas | 526 | 23 | | | 60 | 595 | 280 | 875 | 342 | 29 | | | 66 | 286 | 66 | 353 | | | | |
| Union | 587 | 18 | | | 39 | 217 | 626 | 235 | 861 | 353 | 13 | | 160 | 391 | 189 | 580 | | | | |
| Zambales | 144 | 66 | | | 25 | 71 | 240 | 96 | 336 | 116 | 38 | | 139 | 371 | 182 | 528 | | | | |
| Normal | 82 | 62 | | | 25 | 71 | 82 | 62 | 144 | 49 | 55 | | 21 | 183 | 59 | 242 | | | | |
| Total | 14,074 | 2,987 | 558 | 200 | 1,143 | 670 | 4,400 | 16,445 | 7,587 | 24,032 | 9,112 | 1,557 | 413 | 147 | 942 | 491 | 2,875 | 10,968 | 4,579 | 15,537 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan | 11 | 13 | 18 | 9 | | | | 40 | 22 | 62 | 13 | 2 | 10 | 6 | | 11 | | | | |
| Bukidnon | | | | | 11 | | | 23 | 7 | 30 | | | | | 34 | 8 | | | | 42 |
| Cotabato | 23 | | | | 23 | | | 25 | 7 | 25 | | | | | 15 | | | | | 15 |
| Davao | 9 | 3 | | | 25 | | | 9 | 3 | 12 | | | | | 9 | | | | | 9 |
| Lanao | 18 | 8 | | | | | | 18 | 8 | 26 | 16 | 11 | | | | | | | | |
| Sulu | | | | | | | | 13 | | | | | | | 16 | 11 | | | | 27 |
| Zamboanga | 31 | | | | 41 | | | 72 | 17 | 89 | 43 | | | | | | | | | |
| Grand total | 14,143 | 3,011 | 576 | 209 | 1,184 | 742 | 4,424 | 16,645 | 7,644 | 24,289 | 9,184 | 1,570 | 423 | 153 | 977 | 526 | 3,885 | 11,110 | 4,608 | 15,718 |

1 Central Luzon Agricultural School.

No. 3.—Enrolment of Intermediate Pupils by Courses—Continued

| Division | Grade VII | | | | | | | | | | Total for the Grades | | | | | | | | | |
|---------------|-----------|--------|------|--------|-------|----------|--------|-------|--------|-------|---------------------------------|--------|-------|--------|-------|---------|--------|-------|--------|-------|
| | General | | | | | Teaching | | | | | Housekeeping and Household Arts | | | | | Farming | | | | |
| | Teaching | | | | | Trade | | | | | Total | | | | | General | | | | |
| | Male | Female | Male | Female | Total | Male | Female | Male | Female | Total | Male | Female | Male | Female | Total | Male | Female | Male | Female | Total |
| Manila | 505 | 182 | 76 | 65 | 247 | 581 | 246 | 102 | 350 | 954 | 61 | 333 | 1,111 | 394 | 1,505 | 2,980 | 1,442 | 4,422 | | 4,423 |
| Albay | 148 | 13 | 30 | 85 | 98 | 205 | 344 | 179 | 523 | 1,038 | 201 | 401 | 2,980 | 1,442 | 4,423 | 412 | 787 | 1,199 | | 1,227 |
| Antique | 95 | 20 | 25 | 17 | 120 | 37 | 157 | 361 | 138 | 60 | 106 | 61 | 421 | 199 | 620 | 421 | 199 | 620 | | 620 |
| Bataan | 41 | 10 | 34 | 8 | 75 | 18 | 93 | 141 | 35 | 133 | 37 | 274 | 72 | 346 | 418 | 274 | 72 | 346 | | 346 |
| Batanea | 23 | 4 | | | 23 | 4 | | | 27 | 91 | 18 | 91 | 18 | 109 | 127 | 91 | 18 | 109 | | 109 |
| Batangas | 213 | 17 | 16 | 85 | 246 | 102 | 350 | 954 | 61 | 333 | 1,111 | 394 | 1,505 | 2,980 | 1,442 | 4,423 | 412 | 787 | 1,199 | 1,227 |
| Bohol | 280 | 37 | 39 | 25 | 344 | 179 | 523 | 1,038 | 201 | 401 | 2,980 | 1,442 | 4,423 | 620 | 1,227 | 1,199 | 620 | | 1,227 | 1,227 |
| Bulacan | 231 | 11 | 32 | 93 | 263 | 93 | 356 | 1,293 | 59 | 80 | 112 | 72 | 368 | 1,227 | 1,199 | 620 | 1,227 | 1,199 | 620 | 1,227 |
| Cagayan | 101 | 11 | 54 | 60 | 155 | 71 | 226 | 614 | 46 | 161 | 61 | 322 | 771 | 374 | 1,149 | 322 | 771 | 374 | 1,149 | 1,149 |
| Camarinas | 155 | | 12 | 70 | 167 | 70 | 237 | 600 | | 71 | | | 306 | 671 | 977 | 306 | 671 | 977 | | 977 |
| Capiz | 149 | 24 | 51 | 36 | 242 | 269 | 143 | 412 | 731 | 191 | 266 | 135 | 186 | 61 | 1,066 | 321 | 1,066 | 647 | 1,843 | 1,843 |
| Cebu | 239 | 32 | 119 | 37 | 331 | 152 | 543 | 1,242 | 179 | 370 | 119 | 131 | 293 | 26 | 2,983 | 321 | 1,066 | 321 | 1,066 | 1,066 |
| C. L. A. S. I | 291 | 113 | 35 | 48 | 540 | 166 | 540 | 1,284 | 462 | 96 | 118 | 376 | 1,497 | 868 | 2,355 | 376 | 1,497 | 868 | 2,355 | 2,355 |
| Ilocos Norte | 219 | 42 | 32 | 46 | 299 | 339 | 129 | 468 | 1,048 | 80 | 130 | 192 | 584 | 1,450 | 2,034 | 584 | 1,450 | 2,034 | | 2,034 |
| Iloilo | 593 | 149 | 38 | 125 | 631 | 274 | 905 | 2,174 | 561 | 136 | 85 | 231 | 1,012 | 3,322 | 3,322 | 2,310 | 1,012 | 3,322 | | 3,322 |
| Isabela | 64 | 7 | 18 | 17 | 87 | 24 | 111 | 214 | 45 | 79 | 85 | 257 | 1,198 | 553 | 1,681 | 257 | 1,198 | 553 | | 1,681 |
| Laguna | 289 | 123 | 23 | 33 | 312 | 156 | 468 | 1,049 | 286 | 104 | 78 | 739 | 1,573 | 791 | 2,364 | 739 | 1,573 | 791 | | 2,364 |
| Leyte | 343 | | 25 | 42 | 410 | 184 | 594 | 1,391 | 53 | 20 | 263 | 85 | 327 | 111 | 438 | 263 | 85 | 327 | | 438 |
| Mindoro | 69 | | | 14 | 83 | 14 | 83 | 253 | 20 | 85 | 107 | 26 | 327 | 111 | 438 | 263 | 85 | 327 | | 438 |
| Misamis | 56 | | | 25 | 81 | 25 | 81 | 338 | 85 | 107 | 26 | 327 | 111 | 438 | 522 | 338 | 85 | 107 | | 522 |
| Mountain | 78 | 14 | | 9 | 101 | 78 | 23 | 101 | 85 | 107 | 26 | 327 | 111 | 438 | 522 | 338 | 85 | 107 | | 522 |

| | | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|-------|-----|-----|-----|-----|-------|-------|-------|--------|--------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| Nueva Ecija..... | 131 | 24 | 20 | 25 | 151 | 49 | 200 | 708 | 143 | 57 | 119 | 765 | 262 | 1,027 | | | | | | |
| Nueva Vizcaya..... | 30 | | 27 | 36 | 57 | 36 | 98 | 173 | 44 | 74 | 100 | 247 | 144 | 391 | | | | | | |
| Occidental Negros..... | 133 | 24 | 114 | 51 | 41 | 262 | 116 | 378 | 538 | 171 | 482 | 188 | 64 | 1,608 | | | | | | |
| Oriental Negros..... | 141 | | 15 | 69 | 156 | 69 | 225 | 565 | 64 | 46 | 229 | 611 | 293 | 904 | | | | | | |
| Palawan..... | 25 | | 13 | 3 | 38 | 3 | 41 | 120 | 33 | 8 | 65 | 8 | 41 | 234 | | | | | | |
| Pampanga..... | 230 | 53 | 41 | 33 | 271 | 96 | 357 | 1,018 | 232 | 113 | 138 | 1,131 | 370 | 1,501 | | | | | | |
| Pangasinan..... | 480 | 111 | 36 | 46 | 112 | 562 | 223 | 785 | 2,084 | 512 | 126 | 150 | 420 | 3,292 | | | | | | |
| Rizal..... | 228 | 82 | | | 20 | 228 | 102 | 330 | 983 | 277 | | 89 | 983 | 1,349 | | | | | | |
| Samar..... | 123 | | 16 | | 47 | 139 | 47 | 186 | 624 | | 75 | 277 | 699 | 976 | | | | | | |
| Sorsogon..... | 108 | 15 | 24 | 19 | 132 | 34 | 166 | 482 | 114 | | 95 | 577 | 199 | 776 | | | | | | |
| Surigao..... | 32 | | 7 | 17 | 39 | 17 | 56 | 151 | 13 | 24 | 85 | 175 | 98 | 273 | | | | | | |
| Tarlac..... | 197 | | 18 | 69 | 215 | 69 | 284 | 883 | | 69 | 255 | 902 | 255 | 1,157 | | | | | | |
| Tayabas..... | 238 | 10 | 36 | 106 | 374 | 116 | 390 | 1,106 | 62 | 154 | 523 | 1,260 | 585 | 1,845 | | | | | | |
| Union..... | 342 | 9 | 11 | 106 | 353 | 115 | 488 | 1,282 | 40 | 68 | 462 | 1,350 | 502 | 1,862 | | | | | | |
| Zambales..... | 78 | 31 | 18 | 24 | 16 | 120 | 47 | 167 | 338 | 134 | 65 | 140 | 543 | 745 | | | | | | |
| Normal..... | 50 | 33 | | | 50 | 33 | 83 | 181 | 150 | | 68 | 181 | 150 | 331 | | | | | | |
| Total..... | 6,868 | 1,177 | 360 | 132 | 824 | 453 | 2,127 | 8,505 | 3,436 | 11,941 | 30,054 | 5,721 | 1,331 | 479 | 2,909 | 1,614 | 9,402 | 35,908 | 15,602 | 51,510 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan..... | | | 6 | 2 | | | | 6 | 2 | 8 | 24 | 15 | 34 | 17 | | 22 | | 80 | 32 | 112 |
| Bukidnon..... | | | | | | | | | | | | | | | | 35 | | 38 | 7 | 45 |
| Cotabato..... | | | | | | | | | | | | | | | | 34 | | 34 | | 34 |
| Davao..... | | | | | | | | | | | | | | | | 9 | | 3 | 12 | 12 |
| Lanao..... | 10 | 4 | | | 10 | 4 | 14 | 44 | 23 | | 44 | 23 | | | | 44 | | 23 | 67 | 67 |
| Sulu..... | | | | | | | | | | | | | | | | | | | | |
| Zamboanga..... | 32 | | 15 | 13 | 47 | 13 | 60 | 106 | | | | 13 | | | 91 | 13 | | 13 | 40 | 18 |
| Grand total..... | 6,910 | 1,181 | 366 | 134 | 839 | 453 | 2,140 | 8,568 | 3,455 | 12,023 | 30,237 | 5,762 | 1,365 | 496 | 3,000 | 1,721 | 9,449 | 36,323 | 15,707 | 52,080 |

¹ Central Luzon Agricultural School.

The business course was not offered during the school year 1917-18.

In the teaching course the number of students enrolled was 1,575 less during 1917-18 than during 1916-17, which was a decrease of 46 per cent. In September 1918, only 48 students were enrolled in this course which was offered in but one school.

In the general course the number of boys enrolled was 17 per cent more during 1917-18 and the number of girls enrolled was 26 per cent more during 1917-18 than during 1916-17.

In the trade schools the number of pupils enrolled was 510 less during 1917-18 than during 1916-17, which was a decrease of 17 per cent. The enrollment in trade schools might be considerably increased if courses in ironworking and if courses in the operation of machinery were offered in more schools.

In the housekeeping-and-household-arts course the number of pupils enrolled was 1,664 more during 1917-18 than during 1916-17, which was an increase of 24 per cent.

In the farming course the number of students enrolled was 59 more during 1917-18 than during 1916-17, which was an increase of 4 per cent. In this connection it should be stated that the Central Luzon Agricultural School was compelled to admit fewer intermediate pupils during 1917-18 because of the large increase in the number of secondary students.

No. 4.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year, 1917-18.

| Division | All | Grade I | | | | Grade II | | | | Grade III | | | | Grade IV | | | | Grade V | | | |
|--------------------|-----|-------------------|------------------|-------------------------------|------------|-------------------|------------------|-------------------------------|------------|-------------------|------------------|-------------------------------|------------|-------------------|------------------|-------------------------------|------------|-------------------|------------------|-------------------------------|------------|
| | | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage |
| Ilocos Sur..... | 11 | 6,861 | 6,076 | 785 | 11 | 4,860 | 4,452 | 408 | 8 | 3,534 | 3,166 | 368 | 10 | 2,420 | 2,140 | 280 | 12 | 1,107 | 961 | 166 | 14 |
| Zambales..... | 14 | 5,555 | 4,779 | 776 | 14 | 1,735 | 1,486 | 249 | 14 | 1,253 | 1,028 | 225 | 18 | 739 | 653 | 86 | 12 | 334 | 336 | 58 | 15 |
| Normal School..... | 16 | 152 | 108 | 44 | 29 | 140 | 99 | 41 | 29 | 135 | 110 | 25 | 19 | 120 | 97 | 23 | 19 | 162 | 144 | 18 | 11 |
| Union..... | 16 | 4,208 | 3,418 | 790 | 19 | 3,039 | 2,597 | 442 | 15 | 2,910 | 2,431 | 479 | 16 | 2,108 | 1,780 | 328 | 16 | 998 | 861 | 137 | 14 |
| Bukidnon..... | 17 | 1,854 | 1,551 | 303 | 16 | 574 | 468 | 106 | 18 | 274 | 212 | 62 | 23 | 234 | 192 | 42 | 18 | 36 | 30 | 6 | 17 |
| Sulu..... | 17 | 1,800 | 1,585 | 215 | 12 | 520 | 393 | 127 | 24 | 188 | 129 | 59 | 31 | 73 | 50 | 23 | 32 | 21 | 13 | 8 | 38 |
| Batanga..... | 18 | 5,961 | 4,857 | 1,104 | 19 | 3,923 | 3,290 | 633 | 16 | 2,591 | 2,072 | 519 | 20 | 2,159 | 1,785 | 374 | 17 | 805 | 648 | 157 | 20 |
| C. L. A. S. I..... | 18 | | | | | | | | | | | | | | | | | 147 | 113 | 34 | 23 |
| Ilocos Norte..... | 18 | 6,012 | 4,519 | 1,493 | 25 | 4,037 | 3,461 | 576 | 13 | 2,668 | 2,165 | 503 | 19 | 2,141 | 1,833 | 308 | 14 | 1,327 | 1,164 | 163 | 12 |
| Manila..... | 18 | 6,157 | 4,838 | 1,319 | 21 | 6,519 | 5,639 | 880 | 14 | 4,692 | 4,044 | 648 | 14 | 4,801 | 3,709 | 1,092 | 23 | 2,531 | 2,108 | 423 | 17 |
| Rizal..... | 18 | 6,070 | 4,971 | 1,099 | 18 | 3,250 | 2,604 | 646 | 20 | 1,929 | 1,567 | 362 | 19 | 1,283 | 1,041 | 242 | 19 | 655 | 579 | 76 | 12 |
| Laguna..... | 19 | 6,515 | 5,099 | 1,416 | 22 | 3,842 | 3,169 | 673 | 17 | 2,624 | 2,140 | 484 | 18 | 1,803 | 1,468 | 335 | 19 | 868 | 711 | 177 | 20 |
| Mountain..... | 19 | 6,121 | 5,014 | 1,107 | 18 | 1,773 | 1,489 | 284 | 16 | 1,917 | 1,704 | 213 | 11 | 527 | 411 | 116 | 22 | 265 | 199 | 66 | 25 |
| Tayabas..... | 19 | 8,424 | 6,590 | 1,834 | 22 | 4,850 | 3,961 | 889 | 18 | 3,437 | 2,750 | 687 | 20 | 2,231 | 1,866 | 345 | 15 | 1,063 | 875 | 188 | 18 |
| Palawan..... | 20 | 1,450 | 1,092 | 358 | 25 | 813 | 675 | 138 | 17 | 732 | 583 | 139 | 19 | 339 | 272 | 67 | 20 | 131 | 113 | 8 | 7 |
| Bataan..... | 21 | 1,451 | 1,060 | 391 | 27 | 817 | 644 | 173 | 21 | 593 | 477 | 116 | 20 | 399 | 334 | 65 | 16 | 179 | 161 | 18 | 10 |
| Batanes..... | 21 | 729 | 568 | 161 | 22 | 288 | 227 | 61 | 21 | 175 | 136 | 39 | 22 | 153 | 126 | 27 | 18 | 73 | 62 | 21 | 29 |
| Eulacan..... | 21 | 6,908 | 5,299 | 1,609 | 23 | 4,655 | 3,795 | 860 | 18 | 2,631 | 2,032 | 599 | 23 | 2,203 | 1,744 | 459 | 21 | 1,157 | 961 | 196 | 17 |
| Capiz..... | 21 | 10,154 | 7,812 | 2,342 | 23 | 3,984 | 3,214 | 770 | 19 | 2,601 | 2,140 | 461 | 24 | 1,643 | 1,311 | 302 | 18 | 820 | 700 | 120 | 15 |
| Cavite..... | 21 | 5,967 | 4,475 | 1,482 | 25 | 3,568 | 3,017 | 551 | 15 | 2,195 | 1,792 | 403 | 18 | 1,167 | 935 | 232 | 20 | 706 | 533 | 172 | 24 |
| Pangasinan..... | 21 | 11,811 | 8,913 | 2,898 | 25 | 7,196 | 5,832 | 1,360 | 18 | 5,776 | 4,451 | 1,325 | 23 | 4,426 | 3,667 | 759 | 17 | 1,856 | 1,508 | 348 | 19 |
| Tarlac..... | 21 | 5,959 | 4,694 | 1,265 | 21 | 2,867 | 2,238 | 629 | 22 | 1,969 | 1,439 | 530 | 27 | 1,200 | 998 | 202 | 17 | 635 | 520 | 115 | 18 |
| Lerite..... | 23 | 16,072 | 12,522 | 3,550 | 22 | 8,746 | 6,802 | 1,944 | 22 | 4,845 | 3,515 | 1,330 | 27 | 2,682 | 2,028 | 654 | 24 | 1,496 | 1,127 | 369 | 25 |
| Mindoro..... | 23 | 2,935 | 2,209 | 726 | 25 | 1,209 | 950 | 259 | 21 | 883 | 660 | 223 | 25 | 501 | 402 | 99 | 20 | 192 | 160 | 32 | 17 |
| Isabela..... | 24 | 4,429 | 3,173 | 1,256 | 28 | 1,725 | 1,409 | 316 | 18 | 1,171 | 905 | 266 | 29 | 846 | 689 | 147 | 17 | 349 | 262 | 87 | 25 |
| Nueva Ecija..... | 24 | 8,686 | 6,198 | 2,488 | 29 | 3,493 | 2,780 | 703 | 20 | 1,974 | 1,594 | 380 | 19 | 1,267 | 1,075 | 192 | 14 | 652 | 530 | 122 | 19 |
| Camarines..... | 25 | 6,169 | 4,361 | 1,798 | 29 | 3,244 | 2,497 | 747 | 23 | 1,863 | 1,435 | 448 | 24 | 1,187 | 966 | 231 | 19 | 632 | 487 | 145 | 23 |

| | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|---------|---------|--------|----|---------|---------|--------|----|--------|--------|--------|----|--------|--------|--------|----|--------|--------|-------|----|
| Cebu..... | 25 | 15,762 | 11,737 | 4,025 | 26 | 8,894 | 6,880 | 2,014 | 23 | 5,445 | 3,926 | 1,519 | 28 | 2,970 | 2,237 | 733 | 25 | 1,457 | 1,061 | 406 | 28 |
| Nueva Vizcaya..... | 25 | 866 | 594 | 272 | 31 | 616 | 463 | 163 | 26 | 462 | 363 | 99 | 21 | 452 | 359 | 93 | 21 | 259 | 206 | 53 | 20 |
| Agusan..... | 26 | 2,922 | 2,132 | 790 | 27 | 931 | 724 | 207 | 22 | 547 | 415 | 132 | 24 | 315 | 210 | 106 | 33 | 79 | 62 | 17 | 22 |
| Cagayan..... | 26 | 7,067 | 5,038 | 2,029 | 29 | 3,147 | 2,356 | 791 | 25 | 2,232 | 1,671 | 561 | 25 | 1,544 | 1,201 | 343 | 22 | 746 | 555 | 191 | 26 |
| Cotabato..... | 26 | 1,470 | 1,081 | 389 | 26 | 421 | 335 | 86 | 20 | 186 | 127 | 59 | 32 | 128 | 90 | 38 | 30 | 26 | 25 | 1 | 4 |
| Davao..... | 26 | 3,596 | 2,774 | 821 | 23 | 1,128 | 762 | 346 | 31 | 514 | 346 | 168 | 33 | 148 | 101 | 47 | 32 | 23 | 12 | 11 | 48 |
| Iloilo..... | 26 | 13,728 | 9,652 | 4,076 | 30 | 7,981 | 6,207 | 1,774 | 22 | 4,632 | 3,458 | 1,174 | 25 | 3,235 | 2,426 | 809 | 25 | 1,946 | 1,384 | 562 | 29 |
| Pampanga..... | 26 | 6,062 | 4,101 | 1,961 | 32 | 4,323 | 3,249 | 1,074 | 25 | 2,167 | 1,631 | 536 | 25 | 1,611 | 1,236 | 315 | 20 | 828 | 661 | 167 | 20 |
| Albay..... | 27 | 7,204 | 5,028 | 2,178 | 30 | 4,186 | 3,149 | 1,037 | 25 | 2,564 | 1,879 | 685 | 27 | 1,824 | 1,406 | 418 | 23 | 852 | 561 | 291 | 34 |
| Oriental Negros..... | 27 | 9,079 | 6,782 | 2,297 | 25 | 4,182 | 3,114 | 1,068 | 26 | 2,535 | 1,747 | 888 | 34 | 1,484 | 1,064 | 400 | 27 | 906 | 421 | 184 | 37 |
| Romblon..... | 27 | 3,330 | 2,371 | 959 | 23 | 1,284 | 938 | 346 | 27 | 952 | 698 | 294 | 30 | 662 | 531 | 131 | 20 | 237 | 222 | 40 | 17 |
| Occidental Negros..... | 29 | 8,255 | 5,488 | 2,767 | 34 | 5,300 | 3,826 | 1,474 | 28 | 3,648 | 2,675 | 1,073 | 29 | 2,257 | 1,725 | 532 | 24 | 1,061 | 767 | 294 | 28 |
| Zamboanga..... | 29 | 3,597 | 2,400 | 1,197 | 33 | 1,037 | 844 | 193 | 19 | 567 | 438 | 129 | 23 | 336 | 262 | 74 | 22 | 116 | 89 | 26 | 23 |
| Bohol..... | 30 | 11,790 | 8,124 | 3,666 | 31 | 7,338 | 5,257 | 2,081 | 28 | 4,376 | 2,821 | 1,555 | 36 | 2,473 | 1,637 | 836 | 34 | 1,001 | 710 | 291 | 29 |
| Sorsogon..... | 31 | 9,207 | 6,166 | 3,041 | 33 | 3,091 | 2,212 | 879 | 28 | 1,953 | 1,120 | 473 | 30 | 1,075 | 710 | 366 | 34 | 972 | 370 | 130 | 26 |
| Trade School..... | 32 | | | | | | | | | 1,187 | 1,003 | 484 | 33 | 1,074 | 786 | 298 | 27 | 426 | 247 | 169 | 40 |
| Antique..... | 34 | 3,740 | 2,277 | 1,463 | 39 | 2,976 | 1,655 | 711 | 30 | 1,187 | 1,003 | 484 | 33 | 1,074 | 786 | 298 | 27 | 426 | 247 | 169 | 40 |
| Samar..... | 35 | 17,389 | 11,208 | 6,161 | 36 | 4,992 | 3,380 | 1,612 | 32 | 1,803 | 1,275 | 668 | 34 | 1,378 | 845 | 533 | 39 | 732 | 510 | 222 | 30 |
| Misamis..... | 36 | 7,113 | 4,556 | 2,557 | 36 | 2,542 | 1,642 | 900 | 35 | 1,613 | 1,009 | 604 | 37 | 886 | 561 | 325 | 37 | 432 | 301 | 131 | 30 |
| Surigao..... | 38 | 5,676 | 3,834 | 1,842 | 32 | 2,773 | 1,946 | 867 | 44 | 1,307 | 655 | 662 | 50 | 710 | 378 | 332 | 47 | 287 | 122 | 165 | 57 |
| Lanao..... | 41 | 1,479 | 829 | 686 | 41 | 338 | 198 | 140 | 41 | 185 | 130 | 55 | 30 | 86 | 58 | 28 | 33 | 31 | 26 | 5 | 16 |
| Total..... | 24 | 287,721 | 211,951 | 75,770 | 26 | 147,887 | 115,705 | 32,182 | 22 | 93,665 | 70,804 | 22,861 | 24 | 63,290 | 49,525 | 13,765 | 22 | 31,122 | 24,289 | 6,833 | 22 |

Central Luzon Agricultural School.

No. 4.—Enrolment, Pupils Dropped, and Percentage of Pupils Dropped—Continued

| Division | Grade VI | | | | Grade VII | | | | First Year | | | | Second Year | | | | Third Year | | | | Fourth Year | | | |
|-------------|-------------------|------------------|---------------------------|------------|-------------------|------------------|---------------------------|------------|-------------------|------------------|---------------------------|------------|-------------------|------------------|---------------------------|------------|-------------------|------------------|---------------------------|------------|-------------------|------------------|---------------------------|------------|
| | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu-pils Dropped | Percentage |
| Iloocos Sur | 723 | 615 | 108 | 15 | 523 | 468 | 55 | 11 | 527 | 424 | 103 | 20 | 173 | 160 | 13 | 8 | 111 | 97 | 14 | 13 | 61 | 60 | 1 | 2 |
| | 267 | 242 | 25 | 9 | 190 | 187 | 23 | 12 | 138 | 111 | 27 | 20 | 51 | 43 | 8 | 16 | 33 | 30 | 3 | 9 | | | | |
| | 124 | 104 | 20 | 14 | 112 | 83 | 23 | 26 | 169 | 148 | 21 | 12 | 48 | 35 | 3 | 6 | 239 | 209 | 30 | 13 | 218 | 208 | 10 | 5 |
| | 607 | 523 | 84 | 14 | 521 | 468 | 53 | 10 | 231 | 181 | 50 | 22 | 137 | 101 | 36 | 26 | 40 | 34 | 6 | 15 | 38 | 34 | 4 | 11 |
| | 18 | 15 | 3 | 17 | | | | | | | | | | | | | | | | | | | | |
| Sulu | | | | | | | | | | | | | | | | | | | | | | | | |
| | 589 | 507 | 82 | 14 | 382 | 350 | 32 | 8 | 172 | 110 | 62 | 36 | 87 | 63 | 24 | 28 | 52 | 39 | 13 | 25 | 32 | 26 | 6 | 19 |
| | 125 | 96 | 30 | 24 | 127 | 105 | 22 | 17 | 279 | 255 | 24 | 9 | 71 | 43 | 28 | 39 | | | | | | | | |
| | 787 | 651 | 136 | 17 | 599 | 540 | 59 | 10 | 499 | 433 | 66 | 13 | 126 | 113 | 13 | 13 | 56 | 53 | 3 | 5 | 39 | 37 | 2 | 5 |
| | 1,514 | 1,282 | 232 | 15 | 891 | 752 | 139 | 16 | 739 | 514 | 225 | 30 | 439 | 383 | 56 | 13 | 355 | 316 | 39 | 11 | 212 | 173 | 39 | 18 |
| Batangas | | | | | | | | | | | | | | | | | | | | | | | | |
| | 455 | 440 | 15 | 3 | 348 | 330 | 18 | 5 | 178 | 140 | 38 | 21 | 69 | 55 | 4 | 7 | 32 | 27 | 5 | 16 | 32 | 30 | 2 | 6 |
| | 502 | 476 | 26 | 5 | 517 | 468 | 49 | 9 | 219 | 174 | 45 | 21 | 101 | 86 | 15 | 15 | 58 | 56 | 2 | 3 | 49 | 46 | 3 | 6 |
| | 183 | 138 | 45 | 25 | 136 | 101 | 35 | 26 | 121 | 78 | 43 | 36 | | | | | | | | | | | | |
| | 643 | 580 | 63 | 10 | 460 | 390 | 70 | 15 | 268 | 221 | 47 | 18 | 112 | 98 | 14 | 13 | 41 | 36 | 5 | 12 | 42 | 38 | 4 | 10 |
| Palawan | 91 | 80 | 11 | 12 | 46 | 41 | 5 | 11 | 32 | 27 | | | | | | | | | | | | | | |
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| Bataan | 107 | 92 | 15 | 14 | 103 | 93 | 10 | 10 | 55 | 44 | 11 | 20 | 35 | 32 | 3 | 9 | | | | | | | | |
| | 36 | 30 | 6 | 17 | 28 | 27 | 1 | 4 | 10 | 9 | 1 | 10 | | | | | | | | | | | | |
| | 638 | 598 | 85 | 12 | 412 | 356 | 56 | 13 | 245 | 185 | 60 | 24 | 69 | 53 | 16 | 23 | 45 | 38 | 7 | 16 | 37 | 34 | 3 | 8 |
| | 424 | 391 | 44 | 14 | 360 | 330 | 30 | 8 | 162 | 131 | 31 | 19 | 83 | 71 | 12 | 14 | 41 | 37 | 4 | 10 | 27 | 25 | 2 | 7 |
| | 375 | 309 | 66 | 18 | 255 | 221 | 34 | 13 | 109 | 84 | 25 | 23 | 49 | 40 | 9 | 18 | | | | | | | | |
| Cavite | | | | | | | | | | | | | | | | | | | | | | | | |
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| Pangasinan | 1,155 | 999 | 166 | 14 | 892 | 785 | 107 | 12 | 458 | 378 | 80 | 17 | 239 | 204 | 35 | 15 | 121 | 110 | 11 | 9 | 72 | 67 | 5 | 7 |
| | 391 | 353 | 38 | 10 | 305 | 284 | 21 | 7 | 221 | 193 | 28 | 13 | 89 | 85 | 4 | 4 | 45 | 41 | 4 | 9 | 31 | 31 | 2 | 6 |
| | 802 | 643 | 159 | 20 | 746 | 594 | 152 | 20 | 388 | 323 | 65 | 17 | 106 | 92 | 14 | 13 | 60 | 52 | 8 | 13 | 32 | 30 | 2 | 6 |
| | 120 | 100 | 20 | 17 | 89 | 83 | 6 | 7 | 26 | 14 | 12 | 46 | 16 | 11 | 5 | 31 | | | | | | | | |
| | 182 | 133 | 49 | 27 | 181 | 111 | 20 | 15 | 70 | 57 | 13 | 19 | 30 | 26 | 4 | 13 | 29 | 27 | 2 | 7 | | | | |
| Isla | | | | | | | | | | | | | | | | | | | | | | | | |
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| Nueva Ecija | 339 | 297 | 42 | 12 | 253 | 200 | 53 | 21 | 99 | 68 | 31 | 31 | 58 | 50 | 8 | 14 | 45 | 37 | 8 | 18 | 22 | 20 | 2 | 9 |
| | 324 | 253 | 71 | 22 | 289 | 237 | 62 | 18 | 155 | 134 | 21 | 14 | 69 | 61 | 8 | 12 | 33 | 29 | 4 | 12 | 32 | 31 | 1 | 3 |
| | 976 | 806 | 171 | 18 | 674 | 543 | 131 | 19 | 406 | 305 | 101 | 25 | 189 | 152 | 37 | 20 | 80 | 66 | 14 | 18 | 46 | 39 | 7 | 15 |
| | 112 | 92 | 20 | 18 | 113 | 93 | 20 | 18 | 104 | 79 | 25 | 24 | 33 | 24 | 9 | 27 | | | | | | | | |
| | 53 | 42 | 11 | 21 | 112 | 8 | 4 | 33 | | | | | | | | | | | | | | | | |
| Agusan | | | | | | | | | | | | | | | | | | | | | | | | |
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|-------------------|--------|--------|-------|----|--------|--------|-------|----|-------|-------|-------|----|-------|-------|-----|----|-------|-------|-----|----|-------|-------|-----|----|
| Cagayan | 509 | 368 | 141 | 28 | 290 | 226 | 64 | 22 | 115 | 80 | 35 | 30 | 37 | 33 | 4 | 11 | 17 | 15 | 2 | 12 | 33 | 30 | 3 | 9 |
| Cotabato | 10 | 9 | 1 | 10 | | | | | | | | | | | | | | | | | | | | |
| Davao | | | | | | | | | | | | | | | | | | | | | | | | |
| Iloilo | 1,331 | 1,033 | 298 | 22 | 1,080 | 905 | 175 | 16 | 515 | 144 | 71 | 14 | 245 | 208 | 37 | 15 | 124 | 112 | 12 | 10 | 68 | 62 | 6 | 9 |
| Pampanga | 1,538 | 483 | 55 | 10 | 388 | 357 | 36 | 9 | 218 | 186 | 32 | 15 | 85 | 80 | 5 | 6 | 47 | 45 | 2 | 4 | 33 | 33 | | |
| Albay | 458 | 363 | 95 | 21 | 395 | 303 | 92 | 23 | 153 | 112 | 41 | 27 | 71 | 53 | 18 | 25 | 32 | 27 | 5 | 16 | 34 | 31 | 3 | 9 |
| Oriental Negros | 367 | 253 | 109 | 30 | 285 | 225 | 40 | 15 | 74 | 46 | 28 | 39 | 14 | 11 | 3 | 21 | 15 | 9 | 6 | 40 | | | | |
| Romblon | 131 | 85 | 46 | 35 | 92 | 82 | 10 | 11 | 58 | 44 | 12 | 21 | | | | | | | | | | | | |
| Occidental Negros | 588 | 463 | 125 | 21 | 473 | 378 | 95 | 20 | 126 | 91 | 35 | 23 | 73 | 54 | 19 | 26 | 44 | 36 | 8 | 18 | 26 | 21 | 5 | 19 |
| Zamboanga | 124 | 88 | 36 | 29 | 78 | 60 | 18 | 23 | 38 | 27 | 11 | 39 | | | | | | | | | | | | |
| Bohol | 709 | 553 | 156 | 22 | 606 | 523 | 83 | 14 | 144 | 124 | 20 | 14 | 35 | 33 | 2 | 6 | 19 | 14 | 5 | 26 | 22 | 22 | | |
| Sorsogon | 294 | 238 | 56 | 19 | 211 | 166 | 45 | 21 | 128 | 94 | 34 | 27 | 54 | 42 | 12 | 22 | | | | | | | | |
| Trade School | 137 | 85 | 52 | 38 | 108 | 76 | 27 | 26 | 194 | 119 | 75 | 39 | 117 | 89 | 28 | 24 | 36 | 27 | 9 | 35 | 42 | 33 | 9 | 21 |
| Antique | 298 | 206 | 92 | 31 | 200 | 157 | 43 | 22 | 114 | 66 | 48 | 42 | 31 | 23 | 8 | 26 | | | | | | | | |
| Samar | 365 | 280 | 85 | 23 | 252 | 186 | 66 | 26 | 74 | 57 | 17 | 23 | 25 | 21 | 4 | 16 | | | | | | | | |
| Misamis | 175 | 140 | 35 | 20 | 106 | 81 | 25 | 24 | 34 | 28 | 6 | 18 | 25 | 19 | 6 | 24 | | | | | | | | |
| Surigao | 157 | 96 | 62 | 39 | 78 | 56 | 22 | 28 | 31 | 24 | 7 | 23 | 19 | 17 | 2 | 11 | | | | | | | | |
| Lanao | 34 | 27 | 7 | 21 | 16 | 14 | 2 | 13 | | | | | | | | | | | | | | | | |
| Total | 19,072 | 15,718 | 3,354 | 18 | 14,152 | 12,023 | 2,129 | 15 | 8,094 | 6,362 | 1,732 | 21 | 3,315 | 2,788 | 527 | 16 | 1,850 | 1,619 | 231 | 12 | 1,280 | 1,161 | 119 | 9 |

Central Luzon Agricultural School.

In the table above the divisions are listed according to the percentage of pupils dropped during the school year 1917-18, the division with the smallest percentage being listed first.

These statistics show little improvement over 1916-17. Ilocos Sur has stood at the head of the list for two years and in 1917-18 improved its record by 3 per cent.

The median percentage of withdrawals for 1918 was 23½ per cent, ½ per cent more than that for 1917. The divisions of Bataan, Mindoro, Leyte, Tarlac, and Pangasinan moved from a position below or at the median to one above the median percentage, whereas Cagayan, Bohol, and Cebu moved from a position above or at the median to one below the median percentage. Many of the divisions showed improvement, whereas others failed to maintain their records of the previous year.

One encouraging feature of the table is the fact that the number of first-year pupils who were dropped decreased at the rate of 2 per cent.

No. 5.—Percentage of Pupils Promoted

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on pupils examined, for the school years, 1916-17 and 1917-18.

| Division | All Grades | | | | | | Grade I | | | | | | Grade II | | | | | | Grade III | | | | | | | | |
|----------------------|-------------------|--------|-----------------|--------|-----------------|--------|-------------------|--------|-----------------|--------|-------------------|--------|-----------------|--------|-------------------|--------|-----------------|--------|-------------------|--------|-----------------|--------|----|-----|-----|----|----|
| | 1917-18 | | 1917-18 | | 1916-17 | | 1917-18 | | 1916-17 | | 1917-18 | | 1916-17 | | 1917-18 | | 1916-17 | | 1917-18 | | 1916-17 | | | | | | |
| | Annual Enrollment | | Pupils Examined | | Pupils Examined | | Annual Enrollment | | Pupils Examined | | Annual Enrollment | | Pupils Examined | | Annual Enrollment | | Pupils Examined | | Annual Enrollment | | Pupils Examined | | | | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | | | | | |
| Manila Normal School | 73 | 75 | 74 | 91 | 87 | 91 | 85 | 72 | 63 | 79 | 82 | 103 | 106 | 95 | 94 | 112 | 112 | 89 | 89 | 114 | 122 | 94 | 99 | 103 | 91 | 89 | 87 |
| C. L. A. S. | 65 | 61 | 65 | 72 | 73 | 63 | 51 | 76 | 58 | 83 | 70 | 62 | 63 | 76 | 79 | 76 | 72 | 86 | 83 | 81 | 80 | 88 | 91 | 63 | 66 | 71 | 74 |
| Rizal | 64 | 65 | 65 | 59 | 58 | 70 | 49 | 51 | 63 | 65 | 69 | 74 | 82 | 86 | 72 | 74 | 81 | 81 | 87 | 87 | 81 | 85 | 73 | 55 | 82 | 79 | |
| Bulacan | 64 | 63 | 64 | 69 | 60 | 75 | 73 | 65 | 50 | 65 | 50 | 87 | 91 | 79 | 81 | 116 | 130 | 80 | 86 | 86 | 86 | 83 | 80 | 97 | 115 | 87 | |
| Bataan | 62 | 61 | 62 | 50 | 51 | 88 | 89 | 37 | 42 | 79 | 82 | 76 | 83 | 82 | 86 | 67 | 73 | 83 | 85 | 67 | 72 | 85 | 87 | 89 | 97 | 88 | |
| Batangas | 61 | 61 | 61 | 60 | 60 | 69 | 73 | 56 | 52 | 77 | 77 | 70 | 73 | 73 | 78 | 79 | 86 | 91 | 96 | 70 | 67 | 78 | 77 | 73 | 90 | 83 | |
| Pampanga | 61 | 60 | 61 | 62 | 59 | 86 | 87 | 55 | 50 | 78 | 76 | 74 | 78 | 73 | 77 | 88 | 90 | 90 | 96 | 64 | 67 | 78 | 77 | 73 | 90 | 83 | |
| Ilocos Norte | 61 | 60 | 61 | 72 | 72 | 56 | 56 | 76 | 76 | 72 | 74 | 81 | 82 | 72 | 74 | 81 | 82 | 73 | 78 | 63 | 69 | 75 | 79 | 65 | 66 | 73 | |
| Palawan | 61 | 58 | 60 | 51 | 47 | 56 | 60 | 35 | 37 | 53 | 53 | 96 | 96 | 75 | 81 | 64 | 72 | 83 | 73 | 68 | 61 | 65 | 62 | 47 | 54 | 64 | |
| Laguna | 57 | 60 | 58 | 48 | 50 | 59 | 62 | 46 | 47 | 62 | 63 | 69 | 71 | 74 | 73 | 59 | 66 | 72 | 77 | 66 | 71 | 73 | 78 | 60 | 61 | 73 | |
| Leyte | 57 | 59 | 58 | 57 | 53 | 70 | 74 | 40 | 44 | 64 | 69 | 67 | 71 | 81 | 84 | 54 | 60 | 85 | 64 | 59 | 65 | 83 | 88 | 53 | 77 | 77 | |
| Tayabas | 56 | 59 | 57 | 47 | 52 | 62 | 67 | 41 | 53 | 53 | 52 | 64 | 71 | 76 | 57 | 60 | 66 | 73 | 75 | 80 | 54 | 62 | 62 | 66 | 73 | 73 | |
| Camrines | 56 | 56 | 56 | 45 | 46 | 61 | 62 | 33 | 35 | 66 | 66 | 76 | 62 | 64 | 77 | 82 | 51 | 53 | 75 | 78 | 59 | 63 | 74 | 81 | 52 | 53 | |
| Ilocos Sur | 54 | 57 | 55 | 51 | 51 | 58 | 53 | 51 | 64 | 66 | 58 | 66 | 65 | 72 | 66 | 72 | 76 | 76 | 78 | 61 | 52 | 53 | 58 | 59 | 63 | 67 | |
| Trade School | 55 | 55 | 55 | 40 | 40 | 52 | 55 | 30 | 30 | 62 | 65 | 96 | 87 | 87 | 74 | 78 | 80 | 84 | 76 | 87 | 79 | 84 | 68 | 70 | 79 | 74 | |
| Zamboales | 56 | 53 | 55 | 48 | 56 | 76 | 78 | 48 | 52 | 72 | 77 | 56 | 60 | 76 | 81 | 57 | 60 | 73 | 75 | 60 | 73 | 78 | 55 | 56 | 73 | 77 | |
| Albay | 52 | 59 | 54 | 46 | 47 | 65 | 65 | 42 | 41 | 60 | 59 | 60 | 65 | 77 | 81 | 57 | 60 | 73 | 75 | 57 | 58 | 78 | 78 | 56 | 73 | 75 | |
| Cebu | 54 | 54 | 54 | 46 | 47 | 65 | 65 | 42 | 41 | 60 | 59 | 60 | 65 | 77 | 81 | 57 | 60 | 73 | 75 | 57 | 58 | 78 | 78 | 56 | 73 | 75 | |
| Union | 54 | 54 | 54 | 51 | 51 | 58 | 60 | 45 | 42 | 55 | 54 | 64 | 65 | 66 | 69 | 60 | 69 | 70 | 54 | 51 | 62 | 61 | 99 | 42 | 47 | 51 | |
| Pangasinan | 53 | 54 | 53 | 46 | 47 | 64 | 67 | 36 | 34 | 38 | 56 | 67 | 70 | 75 | 78 | 56 | 53 | 72 | 72 | 62 | 64 | 70 | 75 | 47 | 52 | 63 | |
| Cavite | 50 | 52 | 51 | 49 | 54 | 90 | 84 | 42 | 40 | 60 | 59 | 62 | 71 | 80 | 81 | 66 | 65 | 77 | 80 | 53 | 54 | 80 | 81 | 54 | 58 | 74 | |
| Iloilo | 50 | 52 | 51 | 41 | 45 | 64 | 61 | 37 | 41 | 60 | 64 | 57 | 62 | 72 | 71 | 56 | 60 | 69 | 75 | 56 | 63 | 77 | 78 | 51 | 57 | 72 | |
| Romblon | 49 | 55 | 51 | 39 | 47 | 60 | 66 | 31 | (a) | (a) | 60 | 68 | 82 | (a) | 61 | 70 | 84 | 86 | (a) | 61 | 60 | 79 | 84 | 86 | (a) | 81 | |
| Capiz | 50 | 51 | 50 | 38 | 41 | 53 | 63 | 30 | 28 | 53 | 61 | 62 | 65 | 78 | 81 | 62 | 77 | 83 | 60 | 63 | 79 | 81 | 59 | 91 | 81 | 78 | |

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| Isabela..... | 50 | 49 | 50 | 42 | 40 | 54 | 53 | 30 | 25 | 76 | 70 | 90 | 91 | 72 | 71 | 41 | 48 | 73 | 76 | 71 | 79 | 72 | 71 | 41 | 51 | 66 | 79 | |
| Batanes..... | 53 | 44 | 49 | 51 | 35 | 66 | 50 | 41 | 51 | 58 | 50 | 50 | 63 | 66 | 52 | 81 | 71 | 89 | 59 | 73 | 76 | 73 | 74 | 91 | 90 | 96 | 94 | |
| Mindoro..... | 49 | 50 | 49 | 41 | 43 | 63 | 58 | 32 | 35 | 43 | 47 | 65 | 71 | 76 | 82 | 74 | 86 | 70 | 89 | 57 | 65 | 73 | 78 | 73 | 82 | 87 | 89 | |
| Oriental Negros..... | 48 | 50 | 49 | 44 | 45 | 66 | 64 | 40 | 40 | 59 | 57 | 64 | 66 | 73 | 85 | 66 | 67 | 66 | 67 | 59 | 80 | 75 | 72 | 62 | 83 | 70 | 69 | |
| Tarlac..... | 51 | 46 | 49 | 43 | 38 | 58 | 59 | 32 | 31 | 65 | 75 | 57 | 64 | 65 | 70 | 57 | 57 | 71 | 73 | 62 | 49 | 78 | 68 | 53 | 58 | 63 | 76 | |
| Antique..... | 47 | 51 | 48 | 41 | 44 | 67 | 65 | 35 | 38 | 59 | 63 | 62 | 66 | 70 | 73 | 55 | 58 | 63 | 61 | 62 | 77 | 77 | 79 | 53 | 64 | 68 | 70 | |
| Nueva Vizcaya..... | 48 | 48 | 48 | 46 | 37 | 70 | 61 | 41 | 39 | 68 | 77 | 49 | 51 | 69 | 76 | 45 | 48 | 58 | 66 | 56 | 55 | 67 | 77 | 48 | 53 | 67 | 74 | |
| Occidental Negros..... | 47 | 49 | 48 | 44 | 45 | 71 | 72 | 37 | 37 | 66 | 67 | 48 | 53 | 67 | 72 | 47 | 49 | 67 | 69 | 45 | 42 | 63 | 61 | 46 | 46 | 64 | 64 | |
| Bohol..... | 45 | 49 | 47 | 36 | 41 | 58 | 63 | 37 | 43 | 54 | 60 | 48 | 56 | 71 | 75 | 55 | 63 | 69 | 75 | 49 | 53 | 78 | 79 | 60 | 64 | 79 | 81 | |
| Cagayan..... | 46 | 46 | 46 | 38 | 39 | 53 | 54 | 36 | 37 | 59 | 60 | 57 | 59 | 72 | 73 | 65 | 65 | 76 | 70 | 56 | 56 | 69 | 66 | 67 | 75 | 74 | 80 | |
| Sulu ^b | 46 | 47 | 46 | 42 | 31 | 46 | 49 | 27 | 28 | 440 | 239 | 67 | 70 | 75 | 77 | 448 | 451 | 463 | 462 | 60 | 74 | 91 | 81 | 442 | 449 | 461 | 467 | |
| Bukidnon..... | 42 | 45 | 43 | 38 | 41 | 46 | 51 | 32 | 31 | 39 | 36 | 38 | 36 | 52 | 64 | 50 | 63 | 60 | 71 | 44 | 60 | 55 | 79 | 53 | 55 | 66 | 61 | |
| Nueva Ecija..... | 43 | 39 | 41 | 30 | 28 | 49 | 46 | 32 | 28 | 51 | 46 | 55 | 48 | 63 | 61 | 62 | 82 | 88 | 96 | 53 | 56 | 61 | 70 | 63 | 108 | 69 | 71 | |
| Mountain..... | 39 | 42 | 40 | 27 | 30 | 48 | 57 | 41 | 27 | 41 | 38 | 54 | 68 | 70 | 78 | 57 | 63 | 67 | 71 | 74 | 60 | 89 | 78 | 56 | 56 | 70 | 69 | |
| Lanao ^b | 40 | 30 | 38 | 36 | 24 | 50 | 60 | 27 | 28 | 440 | 239 | 52 | 34 | 79 | 67 | 448 | 451 | 463 | 462 | 43 | 35 | 64 | 61 | 442 | 449 | 461 | 467 | |
| Misamis..... | 36 | 39 | 38 | 28 | 32 | 44 | 48 | 38 | 37 | 58 | 53 | 46 | 50 | 66 | 70 | 52 | 56 | 73 | 73 | 47 | 52 | 72 | 73 | 52 | 57 | 72 | 79 | |
| Sorsogon..... | 37 | 39 | 38 | 31 | 33 | 49 | 52 | 26 | 29 | 41 | 44 | 41 | 43 | 60 | 68 | 48 | 50 | 68 | 74 | 43 | 49 | 66 | 68 | 54 | 56 | 80 | 81 | |
| Zamboanga ^b | 35 | 46 | 37 | 25 | 31 | 34 | 35 | 27 | 28 | 440 | 239 | 39 | 33 | 50 | 72 | 448 | 451 | 463 | 462 | 52 | 58 | 68 | 70 | 442 | 449 | 461 | 467 | |
| Samar..... | 38 | 34 | 36 | 31 | 26 | 69 | 56 | 29 | 31 | 81 | 80 | 53 | 53 | 77 | 83 | 44 | 51 | 99 | 99 | 52 | 64 | 82 | 97 | 42 | 58 | 96 | 96 | |
| Agusan..... | 32 | 34 | 33 | 25 | 26 | 40 | 39 | 29 | 27 | 49 | 45 | 51 | 68 | 60 | 73 | 48 | 53 | 70 | 68 | 37 | 41 | 45 | 51 | 53 | 56 | 68 | 63 | |
| Davao ^b | 31 | 29 | 30 | 26 | 33 | 37 | 33 | 27 | 28 | 440 | 239 | 48 | 49 | 58 | 60 | 448 | 451 | 463 | 462 | 56 | 50 | 59 | 58 | 56 | 442 | 449 | 461 | 467 |
| Cotabato..... | 30 | 25 | 29 | 27 | 20 | 33 | 33 | 27 | 28 | 440 | 239 | 50 | 40 | 65 | 58 | 448 | 451 | 463 | 462 | 37 | 41 | 52 | 56 | 442 | 449 | 461 | 467 | |
| Surigao..... | 28 | 28 | 28 | 24 | 23 | 44 | 39 | 34 | 33 | 54 | 51 | 35 | 31 | 53 | 53 | 77 | 82 | 83 | 66 | 43 | 49 | 69 | 48 | 61 | 63 | 66 | 66 | |
| Total..... | 52 | 53 | 52 | 43 | 45 | 70 | 64 | 39 | 39 | 60 | 62 | 62 | 66 | 74 | 80 | 61 | 65 | 75 | 78 | 60 | 63 | 75 | 77 | 59 | 63 | 73 | 76 | |

^a Included with Capiz.

^b Not reported separately, school year 1916-17.

^c Average for Department of Mindanao and Sulu.

^d Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|----|----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-------|-------|-------|-------|-------|-----|-------|-------|-------|-------|-------|-----|-----|------|-------|-------|----|
| Oriental Negros. | 53 | 58 | 71 | 71 | 62 | 60 | 61 | 58 | 52 | 55 | 75 | 77 | 56 | 58 | 83 | 79 | 57 | 69 | 84 | 89 | 72 | 79 | 98 | 91 | 73 | 82 | 87 | 94 | 78 | 80 | 89 | 91 | |
| Tarlac | 53 | 53 | 65 | 69 | 63 | 70 | 71 | 78 | 65 | 70 | 79 | 83 | 70 | 70 | 80 | 83 | 75 | 78 | 83 | 91 | 74 | 88 | 85 | 97 | 74 | 88 | 80 | 93 | 70 | 79 | 84 | 87 | |
| Antique | 46 | 56 | 57 | 55 | 58 | 55 | 64 | 63 | 39 | 45 | 64 | 76 | 71 | 72 | 82 | 85 | 60 | 67 | 92 | 86 | 77 | 75 | 89 | 100 | 63 | 77 | 83 | 89 | 75 | 88 | 85 | 92 | |
| Nueva Vizcaya | 43 | 45 | 58 | 65 | 37 | 40 | 49 | 48 | 46 | 51 | 60 | 59 | 39 | 50 | 54 | 55 | 63 | 73 | 83 | 79 | 48 | 65 | 67 | 75 | 58 | 75 | 74 | 83 | 58 | 73 | 69 | 69 | |
| Occidental Negros | 50 | 53 | 68 | 69 | 48 | 46 | 65 | 63 | 54 | 62 | 75 | 85 | 49 | 58 | 69 | 72 | 60 | 70 | 80 | 85 | 54 | 61 | 72 | 71 | 64 | 76 | 81 | 91 | 61 | 58 | 71 | 66 | |
| Bohol | 47 | 48 | 72 | 70 | 58 | 53 | 71 | 66 | 62 | 65 | 76 | 85 | 70 | 71 | 85 | 63 | 65 | 72 | 88 | 82 | 59 | 52 | 83 | 78 | 71 | 83 | 87 | 91 | 71 | 64 | 84 | 71 | |
| Cagayan | 47 | 51 | 58 | 60 | 48 | 49 | 58 | 57 | 55 | 67 | 78 | 80 | 57 | 67 | 72 | 80 | 48 | 65 | 70 | 80 | 64 | 61 | 76 | 75 | 57 | 71 | 72 | 93 | 66 | 73 | 81 | 85 | |
| Sulu ^b | 50 | 95 | 81 | 100 | 455 | 461 | 469 | 471 | 62 | 100 | 463 | 467 | 482 | 486 | 472 | 482 | 489 | 4100 | ..... | ..... | ..... | 472 | 482 | 489 | 4100 | ..... | ..... | 478 | 470 | 489 | 4100 | ..... |  |
| Bukidnon | 48 | 36 | 58 | 46 | 23 | 23 | 31 | 37 | 82 | 75 | 100 | 100 | 47 | 57 | 55 | 80 | 78 | ..... | 93 | 56 | 56 | 62 | ..... | ..... | ..... | ..... | 85 | 100 | 59 | 69 | 78 | 74 | |
| Nueva Ecija | 57 | 58 | 67 | 70 | 59 | 64 | 63 | 73 | 66 | 70 | 93 | 87 | 57 | 72 | 75 | 86 | 81 | 88 | 96 | 99 | 63 | 58 | 77 | 84 | 65 | 88 | 54 | 77 | 65 | 72 | 62 | 87 | 72 |
| Mountain | 49 | 59 | 71 | 85 | 54 | 55 | 64 | 65 | 50 | 61 | 66 | 87 | 65 | 74 | 73 | 84 | 63 | 61 | 84 | 89 | 68 | 59 | 82 | 70 | 54 | 54 | 77 | 65 | 72 | 62 | 87 | 72 | |
| Lanao ^b | 56 | 61 | 70 | 93 | 465 | 461 | 469 | 471 | 62 | 70 | 77 | 88 | 463 | 467 | 482 | 486 | 55 | 42 | 75 | 45 | 472 | 482 | 489 | 4100 | 100 | 50 | 100 | 60 | 478 | 470 | 489 | 4100 | |
| Misamis | 43 | 41 | 61 | 64 | 50 | 47 | 64 | 58 | 49 | 57 | 73 | 75 | 45 | 51 | 66 | 66 | 71 | 67 | 92 | 77 | 72 | 80 | 85 | 77 | 65 | 78 | 84 | 96 | 74 | 62 | 88 | 79 | |
| Sortogon | 41 | 43 | 59 | 60 | 48 | 50 | 69 | 69 | 53 | 71 | 75 | 86 | 57 | 62 | 75 | 75 | 67 | 75 | 82 | 93 | 65 | 69 | 82 | 80 | 65 | 63 | 81 | 85 | 74 | 79 | 86 | 89 | |
| Zamboanga ^b | 57 | 55 | 74 | 70 | 455 | 461 | 469 | 471 | 53 | 54 | 66 | 81 | 463 | 467 | 482 | 486 | 55 | 46 | 71 | 60 | 472 | 482 | 489 | 4100 | 56 | 81 | 73 | 100 | 478 | 470 | 489 | 4100 | |
| Samar | 46 | 53 | 77 | 74 | 44 | 47 | 68 | 64 | 57 | 58 | 83 | 77 | 46 | 50 | 75 | 70 | 68 | 69 | 87 | 92 | 55 | 63 | 73 | 84 | 63 | 73 | 88 | 94 | 63 | 65 | 81 | 81 | |
| Agusan | 37 | 36 | 62 | 52 | 34 | 43 | 51 | 54 | 47 | 75 | 84 | 82 | 66 | 53 | 89 | 100 | 77 | 78 | 100 | 88 | 62 | 75 | 84 | 100 | 67 | 67 | 100 | 100 | 69 | 100 | 75 | 100 | |
| Davao ^b | 36 | 57 | 45 | 60 | 455 | 461 | 469 | 471 | 42 | 40 | 80 | 67 | 463 | 467 | 482 | 486 | ..... | ..... | 33 | ..... | 472 | 482 | 489 | 4100 | ..... | ..... | 478 | 470 | 489 | 4100 | ..... | ..... |  |
| Cotabato | 33 | 29 | 36 | 38 | 455 | 461 | 469 | 471 | 59 | 50 | 67 | 50 | 463 | 467 | 482 | 486 | 33 | ..... | 33 | ..... | 472 | 482 | 489 | 4100 | ..... | ..... | 478 | 470 | 489 | 4100 | ..... | ..... |  |
| Surigao | 33 | 32 | 60 | 59 | 46 | 31 | 56 | 61 | 30 | 32 | 71 | 65 | 49 | 50 | 76 | 73 | 51 | 62 | 96 | 81 | 57 | 75 | 71 | 84 | 53 | 60 | 72 | 88 | 55 | 52 | 70 | 68 | |
| Total | 55 | 58 | 71 | 72 | 55 | 56 | 68 | 68 | 80 | 68 | 80 | 83 | 61 | 67 | 78 | 81 | 70 | 77 | 85 | 90 | 65 | 72 | 80 | 84 | 71 | 81 | 86 | 92 | 87 | 73 | 81 | 84 | |

^a Included with Capiz.

^b Not reported separately, school year 1916-17.

^c Included with Manila.

^d Average for Department of Mindanao and Sulu.

^e Central Luzon Agricultural School.

| Division | First Year | | | | | | Second Year | | | | | | Third Year | | | | | | Fourth Year | | | | | |
|--|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|
| | 1917-18 | | | 1918-17 | | | 1917-18 | | | 1916-17 | | | 1917-18 | | | 1916-17 | | | 1917-18 | | | 1916-17 | | |
| | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Pupils Exam-ined |
| Manila Normal School C. L. A. S. Rizal Bulacan | 52 | Male | Female | 67 | Male | Female | 53 | Male | Female | 62 | Male | Female | 84 | Male | Female | 77 | Male | Female | 84 | Male | Female | 90 | Male | Female |
| | 55 | Male | Female | 69 | Male | Female | 80 | Male | Female | 88 | Male | Female | 99 | Male | Female | 81 | Male | Female | 96 | Male | Female | 96 | Male | Female |
| | 57 | Male | Female | 72 | Male | Female | 83 | Male | Female | 91 | Male | Female | 94 | Male | Female | 89 | Male | Female | 98 | Male | Female | 98 | Male | Female |
| | 60 | Male | Female | 75 | Male | Female | 86 | Male | Female | 93 | Male | Female | 97 | Male | Female | 92 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 63 | Male | Female | 78 | Male | Female | 89 | Male | Female | 96 | Male | Female | 100 | Male | Female | 95 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 66 | Male | Female | 81 | Male | Female | 92 | Male | Female | 99 | Male | Female | 100 | Male | Female | 98 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 69 | Male | Female | 84 | Male | Female | 95 | Male | Female | 100 | Male | Female | 100 | Male | Female | 99 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 72 | Male | Female | 87 | Male | Female | 98 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 75 | Male | Female | 90 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 78 | Male | Female | 93 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| Batangas Pampanga Ilocos Norte Palawan | 68 | Male | Female | 87 | Male | Female | 92 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 45 | Male | Female | 78 | Male | Female | 83 | Male | Female | 91 | Male | Female | 94 | Male | Female | 89 | Male | Female | 98 | Male | Female | 98 | Male | Female |
| | 69 | Male | Female | 82 | Male | Female | 86 | Male | Female | 93 | Male | Female | 97 | Male | Female | 92 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 56 | Male | Female | 68 | Male | Female | 73 | Male | Female | 80 | Male | Female | 88 | Male | Female | 95 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 27 | Male | Female | 50 | Male | Female | 43 | Male | Female | 55 | Male | Female | 61 | Male | Female | 68 | Male | Female | 75 | Male | Female | 82 | Male | Female |
| | 53 | Male | Female | 69 | Male | Female | 76 | Male | Female | 83 | Male | Female | 90 | Male | Female | 97 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 62 | Male | Female | 71 | Male | Female | 78 | Male | Female | 85 | Male | Female | 92 | Male | Female | 99 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 65 | Male | Female | 74 | Male | Female | 81 | Male | Female | 88 | Male | Female | 95 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 68 | Male | Female | 77 | Male | Female | 84 | Male | Female | 91 | Male | Female | 98 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 71 | Male | Female | 79 | Male | Female | 86 | Male | Female | 93 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| Laguna Leyte Tayabas Camarines Ilocos Sur | 53 | Male | Female | 69 | Male | Female | 77 | Male | Female | 90 | Male | Female | 93 | Male | Female | 92 | Male | Female | 96 | Male | Female | 99 | Male | Female |
| | 62 | Male | Female | 73 | Male | Female | 80 | Male | Female | 87 | Male | Female | 94 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 58 | Male | Female | 74 | Male | Female | 82 | Male | Female | 90 | Male | Female | 98 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 64 | Male | Female | 76 | Male | Female | 84 | Male | Female | 92 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 49 | Male | Female | 62 | Male | Female | 67 | Male | Female | 73 | Male | Female | 78 | Male | Female | 84 | Male | Female | 90 | Male | Female | 96 | Male | Female |
| | 51 | Male | Female | 64 | Male | Female | 69 | Male | Female | 75 | Male | Female | 81 | Male | Female | 87 | Male | Female | 93 | Male | Female | 99 | Male | Female |
| | 54 | Male | Female | 67 | Male | Female | 72 | Male | Female | 78 | Male | Female | 84 | Male | Female | 90 | Male | Female | 96 | Male | Female | 100 | Male | Female |
| | 57 | Male | Female | 70 | Male | Female | 75 | Male | Female | 81 | Male | Female | 87 | Male | Female | 93 | Male | Female | 99 | Male | Female | 100 | Male | Female |
| | 60 | Male | Female | 73 | Male | Female | 78 | Male | Female | 84 | Male | Female | 90 | Male | Female | 96 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 63 | Male | Female | 76 | Male | Female | 81 | Male | Female | 87 | Male | Female | 93 | Male | Female | 99 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| Trade School Zambales Albay Cebu Union | 49 | Male | Female | 81 | Male | Female | 81 | Male | Female | 81 | Male | Female | 81 | Male | Female | 81 | Male | Female | 81 | Male | Female | 81 | Male | Female |
| | 62 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female | 75 | Male | Female | 76 | Male | Female | 77 | Male | Female | 78 | Male | Female |
| | 52 | Male | Female | 63 | Male | Female | 64 | Male | Female | 65 | Male | Female | 66 | Male | Female | 67 | Male | Female | 68 | Male | Female | 69 | Male | Female |
| | 53 | Male | Female | 64 | Male | Female | 65 | Male | Female | 66 | Male | Female | 67 | Male | Female | 68 | Male | Female | 69 | Male | Female | 70 | Male | Female |
| | 54 | Male | Female | 65 | Male | Female | 66 | Male | Female | 67 | Male | Female | 68 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female |
| | 55 | Male | Female | 66 | Male | Female | 67 | Male | Female | 68 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female |
| | 56 | Male | Female | 67 | Male | Female | 68 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female |
| | 57 | Male | Female | 68 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female |
| | 58 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female | 75 | Male | Female |
| | 59 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female | 75 | Male | Female | 76 | Male | Female |
| Pangasinan Cavite Iloilo Romonon Capiz | 43 | Male | Female | 53 | Male | Female | 56 | Male | Female | 59 | Male | Female | 62 | Male | Female | 65 | Male | Female | 68 | Male | Female | 71 | Male | Female |
| | 78 | Male | Female | 80 | Male | Female | 82 | Male | Female | 84 | Male | Female | 86 | Male | Female | 88 | Male | Female | 90 | Male | Female | 92 | Male | Female |
| | 58 | Male | Female | 69 | Male | Female | 70 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female | 75 | Male | Female |
| | 60 | Male | Female | 71 | Male | Female | 72 | Male | Female | 73 | Male | Female | 74 | Male | Female | 75 | Male | Female | 76 | Male | Female | 77 | Male | Female |
| | 63 | Male | Female | 74 | Male | Female | 75 | Male | Female | 76 | Male | Female | 77 | Male | Female | 78 | Male | Female | 79 | Male | Female | 80 | Male | Female |
| | 66 | Male | Female | 77 | Male | Female | 78 | Male | Female | 79 | Male | Female | 80 | Male | Female | 81 | Male | Female | 82 | Male | Female | 83 | Male | Female |
| | 69 | Male | Female | 80 | Male | Female | 81 | Male | Female | 82 | Male | Female | 83 | Male | Female | 84 | Male | Female | 85 | Male | Female | 86 | Male | Female |
| | 72 | Male | Female | 83 | Male | Female | 84 | Male | Female | 85 | Male | Female | 86 | Male | Female | 87 | Male | Female | 88 | Male | Female | 89 | Male | Female |
| | 75 | Male | Female | 86 | Male | Female | 87 | Male | Female | 88 | Male | Female | 89 | Male | Female | 90 | Male | Female | 91 | Male | Female | 92 | Male | Female |
| | 78 | Male | Female | 89 | Male | Female | 90 | Male | Female | 91 | Male | Female | 92 | Male | Female | 93 | Male | Female | 94 | Male | Female | 95 | Male | Female |
| Isabela Bataan Mindoro | 55 | Male | Female | 67 | Male | Female | 100 | Male | Female | 81 | Male | Female | 97 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 56 | Male | Female | 68 | Male | Female | 100 | Male | Female | 82 | Male | Female | 98 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |
| | 59 | Male | Female | 71 | Male | Female | 100 | Male | Female | 85 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female | 100 | Male | Female |

[illegible]

Included with Capiz.

Not reported separately, school year 1916-17.

Included with Manila.

4 Average for Department of Mindanao and Sulu.

• Central Luzon Agricultural School.

In the table above the divisions are listed according to the percentage of pupils (of all grades) promoted, the percentage being figured on the basis of annual enrolment.

The gain in the percentage of pupils (of all grades) promoted was 3 per cent. In the primary grades the greatest gain was in the first grade, an indication that this critical year of the school life of the pupils is still receiving the attention it needs. In the intermediate grades no improvement was made in the fifth grade, but an average increase in percentage of promotions of about 5 per cent took place in the sixth and in the seventh grade. In the high schools an improvement in percentage of promotions was made in the first and in the third year. The percentage of second-year pupils promoted decreased, while the percentage of fourth-year pupils promoted remained about the same.

Thirty school divisions promoted a larger percentage of pupils than in the previous year, and eight divisions promoted a smaller percentage. Based on annual enrollment the median percentage of promotions for 1919 was 53½ per cent, a gain of 19 per cent over 1917.

| | | | | | | | | | | | | | | | | | | |
|--------------------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|-------|-------|--------|
| Samar..... | 2,898 | 2,069 | 4,967 | 1,373 | 987 | 2,360 | 560 | 400 | 960 | 406 | 220 | 626 | 292 | 127 | 419 | 181 | 68 | 249 |
| Sorsogon..... | 1,681 | 1,263 | 2,944 | 1,770 | 566 | 1,326 | 445 | 280 | 725 | 277 | 132 | 409 | 200 | 91 | 291 | 149 | 53 | 202 |
| Surigao..... | 1,768 | 581 | 1,339 | 350 | 314 | 664 | 261 | 211 | 472 | 136 | 72 | 208 | 56 | 30 | 86 | 56 | 29 | 86 |
| Tarlac..... | 1,406 | 948 | 2,849 | 890 | 685 | 1,545 | 729 | 312 | 1,041 | 457 | 162 | 619 | 316 | 100 | 416 | 238 | 58 | 296 |
| Tayabas..... | 2,263 | 1,861 | 4,124 | 1,791 | 1,210 | 3,001 | 1,266 | 807 | 2,073 | 804 | 438 | 1,242 | 497 | 246 | 743 | 354 | 166 | 520 |
| Union..... | 1,335 | 822 | 2,157 | 1,179 | 663 | 1,842 | 1,037 | 469 | 1,506 | 564 | 270 | 834 | 439 | 175 | 614 | 294 | 130 | 424 |
| Zambales..... | 1,210 | 1,000 | 2,210 | 784 | 510 | 1,294 | 498 | 350 | 1,848 | 384 | 197 | 561 | 192 | 90 | 282 | 151 | 52 | 203 |
| Normal School | 57 | 31 | 88 | 50 | 30 | 80 | 57 | 40 | 97 | 50 | 21 | 71 | 70 | 48 | 118 | 41 | 45 | 86 |
| Trade School | | | | | | | | | | | | | | | | | | |
| Total | 67,600 | 51,673 | 119,273 | 48,702 | 34,273 | 82,975 | 32,261 | 19,557 | 51,818 | 21,309 | 11,311 | 32,620 | 13,017 | 6,340 | 19,357 | 9,436 | 4,073 | 13,509 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | |
| Agusan..... | 417 | 329 | 746 | 239 | 205 | 444 | 119 | 83 | 202 | 84 | 32 | 116 | 26 | 18 | 44 | 32 | 7 | 41 |
| Bukidnon..... | 495 | 281 | 726 | 188 | 83 | 271 | 83 | 50 | 133 | 88 | 18 | 106 | 23 | 6 | 29 | 14 | 14 | 14 |
| Cotabato..... | 267 | 165 | 332 | 161 | 38 | 436 | 61 | 15 | 66 | 35 | 6 | 41 | 10 | 1 | 11 | 2 | | 2 |
| Davao..... | 613 | 309 | 924 | 308 | 127 | 435 | 181 | 43 | 224 | 40 | 12 | 62 | 8 | 2 | 10 | | | |
| Lanao..... | 426 | 68 | 494 | 123 | 30 | 183 | 71 | 23 | 74 | 35 | 14 | 49 | 13 | 7 | 20 | 12 | 6 | 17 |
| Sulu..... | 672 | 57 | 729 | 266 | 87 | 368 | 87 | 25 | 112 | 25 | 19 | 44 | 13 | | 13 | | | |
| Zamboanga..... | 701 | 278 | 979 | 325 | 177 | 562 | 217 | 97 | 314 | 131 | 58 | 189 | 48 | 13 | 61 | 56 | 6 | 62 |
| Grand total | 71,191 | 53,010 | 124,201 | 50,312 | 34,970 | 85,282 | 33,050 | 19,893 | 52,943 | 21,747 | 11,470 | 33,217 | 13,168 | 6,387 | 19,545 | 9,554 | 4,091 | 13,645 |

Central Luzon Agricultural School

No. 6.—Promotions—Continued

| Division | From Grade VII to First Year | | | From First to Second Year | | | From Second to Third Year | | | From Third to Fourth Year | | | Over Fourth Year | | | Grand Total | | |
|------------------------|------------------------------|------|--------|---------------------------|------|--------|---------------------------|------|--------|---------------------------|------|--------|------------------|------|--------|-------------|-------|--------|
| | Male | | Female | Male | | Female | Male | | Female | Male | | Female | Male | | Female | Male | | Female |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Manila..... | 699 | 470 | 229 | 388 | 280 | 108 | 294 | 218 | 76 | 197 | 187 | 29 | 164 | 137 | 27 | 12,701 | 8,598 | 21,299 |
| Albay..... | 142 | 99 | 43 | 58 | 49 | 9 | 14 | 39 | 5 | 25 | 21 | 3 | 29 | 18 | 11 | 5,596 | 3,686 | 9,690 |
| Antique..... | 182 | 122 | 60 | 117 | 83 | 34 | 14 | 52 | 2 | 3 | 8 | | | | | 2,826 | 1,865 | 4,711 |
| Bataan..... | 188 | 117 | 71 | 98 | 64 | 34 | 23 | 24 | 4 | | | | | | | 1,462 | 949 | 2,811 |
| Batanes..... | 21 | 18 | 3 | 5 | 5 | | 5 | | | | | | | | | 1,491 | 246 | 786 |
| Batangas..... | 323 | 227 | 96 | 325 | 233 | 92 | 43 | 34 | 9 | 33 | 23 | 3 | 25 | 23 | 2 | 6,613 | 3,602 | 10,215 |
| Bohol..... | 160 | 106 | 54 | 73 | 50 | 23 | 29 | 22 | 7 | 14 | 19 | 2 | 21 | 14 | 7 | 7,473 | 6,769 | 13,262 |
| Bulacan..... | 285 | 192 | 93 | 177 | 121 | 56 | 60 | 44 | 6 | 37 | 31 | 9 | 34 | 31 | 3 | 7,762 | 4,354 | 12,106 |
| Cagayan..... | 65 | 44 | 21 | 36 | 26 | 10 | 23 | 20 | 3 | 13 | 25 | 1 | 26 | 13 | 1 | 4,333 | 2,907 | 7,240 |
| Camarines..... | 219 | 163 | 56 | 103 | 77 | 26 | 47 | 40 | 7 | 27 | 25 | 2 | 29 | 25 | 4 | 4,887 | 2,949 | 7,886 |
| Capiz..... | 272 | 176 | 96 | 272 | 173 | 99 | 58 | 49 | 9 | 32 | 21 | 7 | 24 | 21 | 3 | 6,003 | 4,215 | 10,218 |
| Cavite..... | 61 | 41 | 20 | 40 | 28 | 12 | 33 | 27 | 11 | 38 | 25 | 6 | 31 | 25 | 6 | 4,155 | 3,164 | 7,319 |
| Cebu..... | 513 | 363 | 150 | 310 | 216 | 94 | 119 | 84 | 25 | 41 | 10 | 10 | 6 | 41 | 10 | 13,342 | 6,715 | 20,057 |
| C. L. A. S. I..... | 80 | 50 | 30 | 215 | 145 | 70 | 34 | 24 | 10 | 34 | 102 | 6 | 37 | 37 | | 4,474 | 14 | 11,059 |
| Ilocos Norte..... | 483 | 338 | 145 | 208 | 148 | 60 | 102 | 84 | 18 | 42 | 37 | | | | | 6,596 | 4,463 | 11,059 |
| Ilocos Sur..... | 393 | 274 | 119 | 179 | 129 | 50 | 136 | 115 | 21 | 77 | 50 | 6 | 59 | 50 | 9 | 7,498 | 4,014 | 11,512 |
| Iloilo..... | 759 | 518 | 241 | 308 | 230 | 78 | 170 | 137 | 33 | 81 | 43 | 12 | 50 | 43 | 7 | 10,299 | 7,407 | 17,706 |
| Isabela..... | 94 | 73 | 21 | 36 | 26 | 10 | 19 | 16 | 3 | 26 | 26 | | | | | 2,771 | 1,688 | 4,439 |
| Laguna..... | 147 | 93 | 54 | 39 | 28 | 11 | 71 | 44 | 8 | 52 | 32 | 9 | 41 | 32 | 9 | 5,769 | 4,247 | 10,016 |
| LeYTE..... | 503 | 332 | 171 | 178 | 128 | 50 | 83 | 73 | 10 | 50 | 27 | 3 | 30 | 27 | 3 | 11,836 | 9,027 | 20,863 |
| Mindoro..... | 14 | 10 | 4 | 10 | 7 | 3 | 10 | 9 | 1 | | | | | | | 1,767 | 1,178 | 2,945 |
| Misamis..... | 48 | 32 | 16 | 15 | 10 | 5 | 17 | 13 | 4 | | | | | | | 2,472 | 2,376 | 4,848 |
| Mountain..... | 73 | 53 | 20 | 31 | 22 | 9 | 38 | 29 | 3 | | | | | | | 3,069 | 3,919 | 3,978 |
| Nueva Ecija..... | 171 | 128 | 43 | 60 | 43 | 17 | 33 | 31 | 7 | 32 | 16 | 3 | 19 | 16 | 3 | 4,427 | 2,553 | 6,980 |
| Nueva Vizcaya..... | 72 | 42 | 30 | 37 | 27 | 10 | 11 | 2 | 13 | | | | | | | 921 | 540 | 1,461 |
| Occidental Negros..... | 319 | 214 | 105 | 54 | 25 | 29 | 40 | 26 | 14 | 32 | 13 | 5 | 16 | 13 | 3 | 5,999 | 4,023 | 10,022 |
| Oriental Negros..... | 203 | 139 | 64 | 34 | 10 | 24 | 15 | 3 | 8 | 8 | | | | | | 5,392 | 3,760 | 9,142 |
| Palawan..... | 31 | 23 | 8 | 9 | 5 | 4 | 12 | 12 | 3 | | | | | | | 1,575 | 616 | 2,191 |
| Pampanga..... | 302 | 225 | 77 | 126 | 85 | 41 | 72 | 65 | 15 | 45 | 31 | 2 | 33 | 31 | 2 | 6,578 | 3,306 | 9,884 |
| Pangasinan..... | 611 | 435 | 176 | 141 | 101 | 40 | 127 | 111 | 16 | 91 | 57 | 3 | 60 | 57 | 3 | 10,996 | 7,137 | 18,133 |
| Rizal..... | 304 | 210 | 94 | 102 | 70 | 32 | 43 | 32 | 11 | 26 | 24 | 3 | 27 | 24 | 3 | 5,802 | 3,393 | 9,195 |
| Romblon..... | 73 | 50 | 23 | 31 | 21 | 10 | 16 | 15 | 1 | | | | | | | 2,012 | 1,469 | 3,481 |
| Samar..... | 164 | 120 | 44 | 48 | 39 | 9 | | | | | | | | | | 5,884 | 3,920 | 9,804 |

| | | | | | | | | | | | | |
|--------------------|-------|-------|--------|-------|-------|-------|-------|-----|-------|---------|---------|---------|
| Sorsogon | 107 | 29 | 136 | 52 | 14 | 66 | 29 | 29 | 29 | 3,710 | 2,418 | 6,128 |
| Surigao | 28 | 15 | 43 | 16 | 4 | 19 | 14 | 2 | 16 | 1,674 | 1,268 | 2,932 |
| Tarlac | 172 | 64 | 236 | 68 | 12 | 80 | 52 | 7 | 69 | 4,388 | 2,820 | 6,708 |
| Tayabas | 244 | 108 | 352 | 121 | 27 | 139 | 54 | 8 | 62 | 7,468 | 4,878 | 12,346 |
| Union | 265 | 102 | 367 | 123 | 37 | 139 | 79 | 10 | 89 | 5,368 | 2,685 | 8,053 |
| Zambales | 108 | 46 | 154 | 72 | 10 | 182 | 36 | 2 | 38 | 3,444 | 2,258 | 5,702 |
| Normal School | 46 | 31 | 77 | 38 | 72 | 110 | 14 | 29 | 43 | 687 | 480 | 1,167 |
| Trade School | 59 | | 59 | 96 | | 96 | 80 | | 80 | 441 | 32 | 441 |
| Total | 7,156 | 3,125 | 10,311 | 3,526 | 1,030 | 4,556 | 1,821 | 395 | 2,216 | 1,372 | 901 | 1,077 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Agusan | 6 | 2 | 8 | | | | | | | | | |
| Bukidnon | | | | | | | | | | | | |
| Cotabato | | | | | | | | | | | | |
| Davao | | | | | | | | | | | | |
| Lanao | 10 | 3 | 13 | | | | | | | | | |
| Sulu | | | | | | | | | | | | |
| Zamboanga | 35 | 13 | 48 | 21 | 2 | 26 | | | | | | |
| Grand total | 7,237 | 3,143 | 10,380 | 3,550 | 1,032 | 4,582 | 1,821 | 395 | 2,216 | 1,372 | 901 | 1,077 |
| | | | | | | | | | | 296,930 | 132,154 | 339,084 |
| | | | | | | | | | | | | |
| | | | | | | | | | | 925 | 676 | 1,601 |
| | | | | | | | | | | 491 | 388 | 1,279 |
| | | | | | | | | | | 526 | 125 | 651 |
| | | | | | | | | | | 1,140 | 493 | 1,633 |
| | | | | | | | | | | 670 | 160 | 820 |
| | | | | | | | | | | 1,063 | 138 | 1,201 |
| | | | | | | | | | | 1,537 | 644 | 2,181 |
| | | | | | | | | | | | | |
| | | | | | | | | | | 213,692 | 134,768 | 348,460 |

Central Luzon Agricultural School.

When these figures are compared with figures for 1916-17, the following increases in the number of pupils promoted from each grade are shown:

| | Primary | | | | Intermediate | | | | Secondary | | | |
|---------------------------|---------|-------|-------|-------|--------------|-------|-------|-------|-----------|-----|-----|-----|
| | Grade | | | | Grade | | | | Year | | | |
| | I | II | III | IV | V | VI | VII | VIII | 1st | 2nd | 3rd | 4th |
| Number of pupils promoted | 3,172 | 4,267 | 5,336 | 4,515 | 2,885 | 1,742 | 1,897 | 1,096 | 482 | 223 | 197 | |
| Percentage of increase | 2 | 5 | 11 | 16 | 18 | 15 | 16 | 31 | 28 | 19 | 22 | |

The small increase in the number of promotions from Grade I to Grade II is caused by the decrease in the number of pupils in Grade I, due primarily to increased efficiency in school work which has resulted in a larger proportion of primary pupils in grades above Grade I. Taking into consideration the changes in enrolment, these figures indicate increased efficiency in the primary and in the intermediate grades and no improvement in efficiency in the secondary classes.

No. 7.—The Average Number of Pupils per Teacher, Based on the Monthly Enrolment for September, 1918

| Division | Primary | | | Intermediate | | | Secondary | | | Grand Total | |
|----------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|
| | Number of Pupils | Number of Teachers | Number per Teacher | Number of Pupils | Number of Teachers | Number per Teacher | Number of Pupils | Number of Teachers | Number per Teacher | Number of Pupils | Number per Teacher |
| Manila..... | 20,874 | 542 | 39 | 5,705 | 174 | 33 | 1,821 | 46 | 40 | 28,400 | 774 |
| Albay..... | 14,690 | 302 | 49 | 1,731 | 51 | 33 | 33 | 9 | 34 | 16,728 | 372 |
| Antique..... | 7,496 | 172 | 44 | 1,856 | 27 | 32 | 172 | 5 | 34 | 8,324 | 214 |
| Bataan..... | 3,025 | 73 | 41 | 429 | 8 | 54 | 135 | 3 | 45 | 3,580 | 89 |
| Batanes..... | 1,078 | 30 | 36 | 163 | 5 | 33 | 17 | 1 | 17 | 1,238 | 36 |
| Batangas..... | 14,037 | 313 | 45 | 2,253 | 82 | 27 | 291 | 6 | 49 | 16,581 | 414 |
| Bohol..... | 20,776 | 438 | 47 | 1,596 | 83 | 19 | 278 | 6 | 46 | 22,649 | 543 |
| Bulacan..... | 15,191 | 291 | 56 | 2,416 | 85 | 28 | 317 | 9 | 40 | 18,964 | 384 |
| Carayan..... | 11,409 | 243 | 47 | 1,523 | 53 | 29 | 212 | 6 | 35 | 13,144 | 310 |
| Camarines..... | 10,044 | 238 | 42 | 1,129 | 41 | 28 | 318 | 7 | 45 | 11,491 | 303 |
| Capiz..... | 15,883 | 362 | 47 | 1,809 | 64 | 28 | 265 | 7 | 38 | 18,958 | 445 |
| Cavite..... | 11,777 | 251 | 47 | 1,374 | 46 | 30 | 197 | 4 | 49 | 13,348 | 309 |
| Cebu..... | 29,841 | 559 | 53 | 3,225 | 109 | 30 | 846 | 17 | 50 | 33,914 | 702 |
| C. L. A. S. I. | | | | 3,384 | 10 | 38 | 535 | 10 | 54 | 3,919 | 21 |
| Ilocos Norte..... | 14,265 | 312 | 46 | 2,854 | 97 | 29 | 874 | 19 | 46 | 17,953 | 434 |
| Ilocos Sur..... | 17,477 | 328 | 53 | 2,510 | 96 | 26 | 874 | 19 | 46 | 20,861 | 459 |
| Iloilo..... | 26,897 | 574 | 47 | 3,834 | 134 | 29 | 1,198 | 30 | 40 | 32,029 | 760 |
| Isabela..... | 8,019 | 163 | 49 | 3,682 | 97 | 23 | 113 | 3 | 38 | 8,814 | 201 |
| Isarua..... | 14,552 | 306 | 48 | 2,090 | 85 | 24 | 454 | 12 | 38 | 17,066 | 409 |
| Leyte..... | 32,848 | 555 | 59 | 2,892 | 111 | 26 | 523 | 11 | 48 | 36,269 | 694 |
| Mindoro..... | 4,447 | 99 | 45 | 405 | 22 | 18 | 33 | 2 | 17 | 4,885 | 130 |
| Misamis..... | 10,657 | 203 | 52 | 623 | 21 | 30 | 48 | 1 | 48 | 11,328 | 232 |
| Mountain..... | 6,482 | 209 | 31 | 461 | 27 | 17 | 119 | 8 | 34 | 7,056 | 209 |
| Nueva Ecija..... | 13,471 | 286 | 47 | 1,403 | 40 | 35 | 207 | 6 | 35 | 15,081 | 339 |
| Nueva Vizcaya..... | 1,855 | 61 | 30 | 416 | 15 | 28 | 137 | 6 | 23 | 2,406 | 87 |
| Oriental Negros..... | 18,395 | 401 | 46 | 2,217 | 90 | 25 | 269 | 6 | 45 | 20,881 | 510 |
| Palawan..... | 13,426 | 296 | 45 | 1,012 | 45 | 22 | 162 | 7 | 26 | 14,540 | 367 |
| Pampanga..... | 2,756 | 66 | 42 | 1,393 | 13 | 33 | 36 | 2 | 18 | 3,175 | 86 |
| Pangasinan..... | 11,413 | 257 | 44 | 1,768 | 68 | 26 | 420 | 9 | 47 | 13,601 | 346 |
| Pangasinan..... | 30,048 | 586 | 51 | 4,434 | 171 | 26 | 969 | 25 | 39 | 35,451 | 798 |
| Rizal..... | 12,098 | 253 | 48 | 1,533 | 48 | 32 | 307 | 8 | 38 | 13,938 | 316 |
| Romblon..... | 4,070 | 118 | 34 | 612 | 29 | 21 | 44 | 4 | 11 | 4,726 | 108 |
| Samar..... | 21,322 | 326 | 65 | 1,291 | 46 | 28 | 75 | 3 | 25 | 22,658 | 384 |

| | | | | | | | | | | | | |
|--------------------|---------|--------|----|--------|-------|----|--------|-----|----|---------|--------|----|
| Sorsogon | 12,821 | 225 | 57 | 928 | 31 | 31 | 196 | 6 | 33 | 13,944 | 273 | 51 |
| Surigao | 6,618 | 142 | 47 | 351 | 18 | 20 | 17 | 2 | 9 | 6,966 | 169 | 41 |
| Tarlac | 11,634 | 240 | 48 | 1,478 | 52 | 28 | 469 | 13 | 36 | 13,561 | 315 | 43 |
| Tayabas | 19,080 | 397 | 48 | 2,401 | 101 | 24 | 416 | 13 | 32 | 21,897 | 522 | 43 |
| Union | 11,071 | 246 | 45 | 2,474 | 86 | 29 | 483 | 10 | 49 | 14,038 | 352 | 40 |
| Zambales | 8,365 | 167 | 54 | 1,025 | 28 | 37 | 209 | 5 | 42 | 10,169 | 209 | 49 |
| Normal School | 8,369 | | | 329 | | | 610 | 48 | 13 | 1,308 | 50 | 26 |
| Trade | | | | 334 | 23 | 15 | 303 | 5 | 61 | 637 | 28 | 23 |
| Nautical | | | | | | | 60 | 2 | 30 | 60 | 2 | 30 |
| Total | 513,148 | 10,630 | 48 | 65,422 | 2,362 | 28 | 15,327 | 418 | 37 | 583,897 | 13,796 | 43 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Igusan | 4,760 | 84 | 57 | 185 | 10 | 19 | | | | 4,945 | 101 | 49 |
| Rukidnon | 3,084 | 79 | 39 | 97 | 5 | 18 | | | | 3,175 | 89 | 36 |
| Cotabato | 1,760 | 77 | 23 | 57 | 4 | 14 | | | | 1,811 | 87 | 21 |
| Davao | 4,514 | 146 | 31 | 39 | 5 | 9 | | | | 4,633 | 160 | 28 |
| Sarangani | 2,059 | 68 | 30 | 75 | 4 | 13 | | | | 2,134 | 82 | 26 |
| Sulu | 2,710 | 98 | 31 | 53 | 4 | 13 | | | | 2,763 | 86 | 29 |
| Zamboanga | 5,397 | 133 | 41 | 399 | 19 | 21 | 41 | 3 | 14 | 5,837 | 164 | 36 |
| Grand total | 537,432 | 11,305 | 48 | 66,321 | 2,413 | 27 | 15,368 | 421 | 37 | 619,121 | 14,573 | 42 |

¹ Central Luzon Agricultural School

When compared with the figures for October, 1917, the figures for September, 1918, show that the average number of pupils per teacher in the primary grades had decreased by 2; in intermediate grades, by 3; and in high-school classes, by 1.

While in general an improvement is being effected in the average number of pupils per teacher, the number in several provinces is yet far too large. This is especially true in the primary grades. In the intermediate grades the average number of pupils per teacher is fairly satisfactory, whereas in some of the high schools the number is much too large.

| | | | | | | | | | | | | | | | | | |
|---------------------|---|----|----|----|-----|----|----|---|----|----|----|---|----|---|-----|-----|-----|
| Palawan..... | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 3 | | | | | | |
| Pampanga..... | 2 | 2 | 1 | 3 | 4 | 1 | 1 | 2 | 6 | 5 | 11 | | | | | | |
| Pangasinan..... | | | | | | | | | 12 | 4 | 16 | | | | | | |
| Rizal..... | | | 1 | 4 | 2 | | | | 4 | 3 | 7 | | | | | | |
| Romblon..... | | | 1 | 1 | 1 | | | | 1 | 1 | 2 | | | | | | |
| Samar..... | | 2 | 2 | 2 | 1 | | | 4 | 8 | 1 | 9 | | | | | | |
| Sorsogon..... | | | 2 | 1 | 1 | 1 | 1 | 2 | 7 | 1 | 8 | | | | | | |
| Surigao..... | | 1 | | 2 | | | | 4 | 7 | | 7 | | | | | | |
| Tarlac..... | | | | 2 | 2 | | 1 | 1 | 4 | 2 | 6 | | | | | | |
| Tayabas..... | | | 1 | 6 | 2 | | | | 6 | 1 | 7 | | | | | | |
| Union..... | | 1 | 1 | 3 | | | 1 | | 7 | 2 | 9 | | | | | | |
| Zambales..... | | | | 3 | | | | | 4 | 1 | 5 | | | | | | |
| Normal School..... | | | 9 | 13 | | 2 | 1 | | 2 | 10 | 17 | | | | | | |
| Trade..... | | | 3 | 2 | | 2 | | | 5 | 2 | 7 | | | | | | |
| General Office..... | | | | | | | 7 | 3 | | 7 | 10 | | | | | | |
| Total..... | 1 | 13 | 27 | 26 | 136 | 89 | 13 | 1 | 4 | 2 | 21 | 3 | 47 | 3 | 249 | 137 | 386 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | |
| Agusan..... | | | | | | | | | | | | | 4 | | 4 | | 4 |
| Bukidnon..... | | | | | | | | | | | | | 1 | | 1 | | 1 |
| Cotabato..... | 1 | | | | | | | | | | | | 3 | | 4 | | 4 |
| Davao..... | | | | | | | | | | | | | 2 | | 2 | | 2 |
| Lanao..... | 1 | | | | | | | | | | | | 1 | | 2 | | 2 |
| Sulu..... | | | | | | | | | | | | | | 3 | | 3 | 3 |
| Zamboanga..... | | 1 | | | 1 | | | | | | | | 2 | | 3 | 1 | 4 |
| Grand total..... | 3 | 14 | 27 | 26 | 137 | 89 | 13 | 1 | 4 | 2 | 21 | 3 | 63 | 3 | 268 | 138 | 408 |

No. 8.—*Classification of Teachers—Continued*

| Division | Filipino Insular | | | | | | | | | | | | | |
|-----------------------------------|------------------|--------|--------------|--------|-----------|--------|---------------------|--------|------------|--------|-------------|--------|-------|--------|
| | Primary | | Intermediate | | Secondary | | Academic Supervisor | | Industrial | | Supervising | | Total | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| | | | | | | | | | | | | | | |
| Manila | 6 | 1 | 15 | 6 | 7 | 4 | 1 | | | | 1 | | 29 | 13 |
| Albay | 1 | | 12 | 7 | 2 | | | | | | 7 | | 20 | 8 |
| Antique | 5 | | 7 | 5 | | | | | 1 | | 8 | | 23 | 6 |
| Bataan | | | 8 | | 2 | | 1 | | 1 | | 2 | | 16 | 2 |
| Batanes | 1 | | 1 | | 1 | | | | | | | | 4 | |
| Batangas | | | | | | | | | | | | | | |
| Bohol | 2 | 1 | 16 | 4 | 1 | | 1 | | | | 8 | | 28 | 6 |
| Bulacan | 13 | | 16 | 8 | | | | | | | 15 | | 32 | 8 |
| Bulacan | 3 | 2 | 11 | 16 | 1 | 1 | 1 | | | | 7 | | 44 | 18 |
| Cagayan | 3 | 1 | 16 | 3 | | | | | | | 4 | | 25 | 9 |
| Camarines | 2 | 1 | 6 | 4 | 2 | | | | 5 | 1 | 8 | | 24 | 9 |
| Capiz | | | | | | | | | | | | | 25 | 7 |
| Cavite | 2 | | 10 | 7 | | | | | | | 12 | | 25 | 7 |
| Cebu | | | 13 | 6 | | | | | 1 | | 3 | | 18 | 11 |
| Central Luzon Agricultural School | 20 | | 22 | 2 | 1 | 1 | | | 1 | | 13 | | 60 | 9 |
| Iloos Norte | | | 5 | | | | | | | | | | 6 | 6 |
| Iloos Norte | | | 12 | 7 | 6 | 1 | 1 | | | | | | 25 | 8 |
| Iloos Sur | | | | | | | | | | | | | | |
| Iloilo | 1 | 29 | 11 | 5 | 5 | 6 | | | | | 11 | 1 | 45 | 19 |
| Isabela | 2 | 2 | 13 | 8 | 9 | 4 | | | | | 13 | | 44 | 17 |
| Laguna | 3 | | 13 | 3 | | | 4 | 3 | 1 | | 2 | | 19 | 3 |
| Laruna | | | 14 | 9 | 3 | | | | 1 | | 1 | | 22 | 9 |
| Leyte | 6 | | 27 | 6 | 1 | 1 | | | 1 | | 8 | | 42 | 7 |
| Mindoro | | | | | | | | | | | | | | |
| Misamis | 4 | | 5 | 3 | 1 | 1 | | | 1 | | 6 | | 17 | 4 |
| Mountain | 9 | 2 | 7 | 3 | | | | | | | 3 | | 20 | 5 |
| Nueva Ecija | | | | | | | 1 | | | | | | 25 | 25 |
| Nueva Vizcaya | 5 | 1 | 12 | 5 | 3 | 2 | | | 4 | | | | 24 | 8 |
| Occidental Negros | | | | | | | | | | | | | | |
| Oriental Negros | 9 | 2 | 19 | 10 | 1 | | | | | | 3 | | 32 | 12 |
| Palawan | 3 | | 11 | 6 | | | | | 2 | | 5 | | 25 | 10 |
| Pampanga | 13 | 1 | 9 | | | | 4 | 3 | | | 3 | | 25 | 1 |
| Pangasinan | 1 | 2 | 18 | 6 | 2 | | 5 | 1 | 1 | 1 | 4 | | 31 | 10 |
| Pangasinan | 9 | 2 | 35 | 13 | 4 | 1 | | | | | 12 | 1 | 61 | 17 |

| | | | | | | | | | | | | | | | | | | | |
|--------------------|-----|----|-----|-----|----|----|----|----|----|----|----|----|-----|---|---|---|-------|-----|-------|
| Risal | 3 | 12 | 1 | 3 | 1 | 3 | 4 | 1 | 5 | 28 | 5 | 33 | | | | | | | |
| Romblon | 12 | 7 | 2 | 1 | | | | | 4 | 11 | 2 | 13 | | | | | | | |
| Samar | 6 | 19 | 6 | 2 | | | | | 4 | 12 | 12 | 48 | | | | | | | |
| Sorsogon | 5 | 8 | 7 | 2 | | | | 1 | 5 | 21 | 8 | 29 | | | | | | | |
| Surigao | 8 | 3 | 4 | 1 | | | 3 | 1 | 1 | 18 | 5 | 23 | | | | | | | |
| Tarlac | 7 | 9 | 2 | 3 | 1 | | | | 7 | 26 | 4 | 30 | | | | | | | |
| Tayabas | 5 | 1 | 16 | 9 | 1 | | | 1 | 7 | 32 | 12 | 44 | | | | | | | |
| Union | 9 | 11 | 4 | 1 | 2 | | | 1 | 7 | 23 | 5 | 33 | | | | | | | |
| Zambales | 9 | 9 | 4 | 2 | | | | | 6 | 19 | 4 | 23 | | | | | | | |
| Normal School | 2 | | | 6 | 7 | | 5 | 8 | | 11 | 15 | 26 | | | | | | | |
| Trade | | 2 | | 1 | | | 16 | | | 19 | | 19 | | | | | | | |
| General Office | | | | | | | | 12 | 27 | 12 | 27 | 39 | | | | | | | |
| Total | 174 | 30 | 479 | 198 | 73 | 32 | 6 | 1 | 54 | 35 | 31 | 34 | 211 | 2 | 9 | 1 | 1,087 | 333 | 1,870 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | |
| Agusan | | | | | | | | | | | | | | | | | | | |
| Bukidnon | | | | | | | | | | | | | | | | | | | |
| Cotabato | | | | | | | | | | | | | | | | | | | |
| Davao | | | | | | | | | | | | | | | | | | | |
| Lanao | | | | | | | | | | | | | | | | | | | |
| Sulu | | | | | | | | | | | | | | | | | | | |
| Zamboanga | | | | | | | | | | | | | | | | | | | |
| Grand total | 174 | 30 | 479 | 198 | 73 | 32 | 6 | 1 | 54 | 35 | 31 | 34 | 211 | 2 | 9 | 1 | 1,087 | 333 | 1,870 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|-------|-------|-----|-----|---|---|----|----|----|---|-----|-----|-----|----|-------|-------|--------|-----|-----|----|----|---|---|---|----|----|-----|-------|-------|--------|
| Mountain | 135 | 57 | 9 | 2 | 1 | 1 | 11 | 9 | 6 | 1 | 183 | 69 | 232 | | | | 167 | 73 | 240 | | | | | | | | | | | |
| Nueva Ecija | 169 | 66 | 16 | 5 | | | | | | | 185 | 71 | 256 | | | | 212 | 51 | 285 | | | | | | | | | | | |
| Nueva Vizcaya | 38 | 24 | 10 | 4 | | | | 1 | | | 49 | 28 | 77 | | | | 58 | 23 | 81 | | | | | | | | | | | |
| Occidental Negros | 230 | 124 | 23 | 13 | | | | | | | 253 | 137 | 390 | | | | 298 | 150 | 448 | | | | | | | | | | | |
| Oriental Negros | 220 | 82 | 6 | 3 | | | 2 | | | | 226 | 87 | 313 | | | | 257 | 99 | 356 | | | | | | | | | | | |
| Palawan | 40 | 6 | | | | | | | | | 40 | 6 | 46 | | | | 67 | 8 | 75 | | | | | | | | | | | |
| Pampanga | 144 | 107 | 12 | 7 | | | 3 | 3 | | | 159 | 117 | 276 | | | | 196 | 132 | 323 | | | | | | | | | | | |
| Pangasinan | 335 | 163 | 70 | 27 | 1 | | | | | | 406 | 190 | 596 | | | | 479 | 211 | 690 | | | | | | | | | | | |
| Rizal | 109 | 116 | 14 | 4 | | | 2 | 1 | | | 125 | 121 | 246 | 1 | 4 | | 158 | 133 | 291 | | | | | | | | | | | |
| Romblon | 89 | 30 | 4 | 4 | | | | | | | 93 | 34 | 127 | | | 1 | 4 | 5 | 144 | | | | | | | | | | | |
| Samar | 190 | 84 | 4 | 4 | | | | | | | 194 | 88 | 282 | | 2 | | 238 | 101 | 339 | | | | | | | | | | | |
| Sorsogon | 133 | 83 | 10 | 2 | | | | | | | 143 | 85 | 228 | | | | 171 | 94 | 265 | | | | | | | | | | | |
| Surigao | 110 | 31 | 5 | 2 | | | | | | | 115 | 53 | 148 | | | | 140 | 38 | 178 | | | | | | | | | | | |
| Tarlac | 155 | 55 | 24 | 8 | | | 2 | 2 | 1 | | 182 | 65 | 247 | | | | 212 | 71 | 238 | | | | | | | | | | | |
| Tayabas | 215 | 102 | 8 | 4 | | | | | | | 223 | 106 | 329 | 14 | 4 | 28 | 21 | 1 | 448 | | | | | | | | | | | |
| Union | 153 | 67 | 46 | 15 | | | | | | | 199 | 82 | 281 | | | | 234 | 89 | 323 | | | | | | | | | | | |
| Zambales | 97 | 57 | 3 | 3 | | | | | | | 100 | 60 | 160 | | | | 123 | 46 | 188 | | | | | | | | | | | |
| Normal School | | | | | | | | | | | | | | | | | 21 | 32 | 53 | | | | | | | | | | | |
| Trade | | | | | | | | | | | | | | | | | 24 | 2 | 26 | | | | | | | | | | | |
| General Office | | | | | | | | | | | | | | | | | 19 | 30 | 49 | | | | | | | | | | | |
| Total | 6,066 | 3,566 | 704 | 310 | 5 | 1 | 4 | 34 | 38 | 1 | 9 | 4 | 2 | 5 | 6,821 | 3,928 | 10,749 | 23 | 8 | 53 | 26 | 1 | 1 | 1 | 77 | 36 | 113 | 8,184 | 4,434 | 12,618 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aguian | 58 | 15 | 6 | 1 | | | | 1 | 2 | | 67 | 16 | 88 | | | | 71 | 16 | 87 | | | | | | | | | | | |
| Bukidnon | 46 | 8 | 1 | | | | | 3 | | | 49 | 9 | 58 | | | | 50 | 9 | 59 | | | | | | | | | | | |
| Cotabato | 51 | 9 | 2 | | | | | | 1 | | 54 | 9 | 63 | | | | 53 | 9 | 67 | | | | | | | | | | | |
| Davao | 87 | 15 | | | | | | 4 | | | 91 | 16 | 107 | | | | 58 | 16 | 109 | | | | | | | | | | | |
| Lanao | 53 | 14 | 1 | 3 | | | | 2 | 4 | | 60 | 17 | 77 | | | | 62 | 17 | 79 | | | | | | | | | | | |
| Sulu | 59 | 9 | 1 | | | | | | | | 60 | 9 | 69 | | | | 63 | 9 | 72 | | | | | | | | | | | |
| Zamboanga | 92 | 21 | 9 | 6 | | | | 2 | 2 | | 105 | 27 | 132 | | | | 108 | 28 | 136 | | | | | | | | | | | |
| Grand total | 6,512 | 3,657 | 723 | 322 | 5 | 1 | 4 | 34 | 38 | 4 | 22 | 4 | 7 | 5 | 7,307 | 4,081 | 11,332 | 3 | 8 | 5 | 26 | 1 | 1 | 1 | 77 | 36 | 113 | 8,689 | 4,538 | 13,227 |

The number of teachers on duty in March, 1918, was greater than the number on duty in March, 1917, by 924. The number of American teachers decreased by 71, the number of Filipino Insular teachers decreased by 21, and the number of municipal teachers increased by more than 1,000.

Changes in the assignment of American and of Filipino teachers indicate that the time is fast coming when all intermediate instruction, except in a few schools of a special type, will be in the hands of Filipino teachers. The number of Filipino teachers (of all classes) assigned to intermediate schools in March, 1918, was 553 greater than in March, 1917. In March, 1918, almost one half of the Filipino Insular teachers were assigned to intermediate schools.

In March, 1918, 29 more American teachers and 45 more Filipino Insular teachers were assigned to secondary schools than in March, 1917.

The number of American supervising teachers decreased by 47, whereas the number of Filipino supervising teachers increased by 54.

No. 9.—Attainments of Filipino Teachers

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year, 1917-18.

| Division | Attainments | | | | | | | | | | Examinations | | | | | | | | |
|---------------|------------------|-----------------------------|------------|-------------|------------|-------------|-----------------------|--------------------------------------|------------------------------------|-------------------------------------|-----------------------------------|------------------------------|-----------------------|-------------------------|------------|-------|---|--------------------------------------|---------------------------------|
| | Under First Year | Percentage under First Year | First Year | Second Year | Third Year | Fourth Year | High-School Graduates | Philippine School of Arts and Trades | Philippine Normal School Graduates | A. B. University of the Philippines | High-School Teacher's Certificate | B. S. in Education, U. of P. | U. S. Normal Graduate | Bachelor's Degree U. S. | All Others | Total | Qualified any Teacher Examination of Junior Grade | Qualified Senior Teacher Examination | Qualified Assistant Examination |
| Bataan | | | 64 | 8 | 4 | | 1 | 1 | 6 | 2 | | | 2 | | 1 | 87 | 6 | 2 | |
| Bulacan | | | 263 | 35 | 20 | 2 | 18 | 2 | 19 | | | | 1 | | 2 | 357 | 19 | 1 | |
| C. L. A. S. I | | | 1 | 2 | | | | | | | | | | | | 6 | 2 | | |
| Laguna | | | 282 | 32 | 16 | 2 | 16 | 2 | 11 | | | 1 | | | 1 | 362 | 17 | | |
| Tarlac | | | 171 | 56 | 16 | 6 | 19 | | 7 | 2 | | | | | | 277 | 21 | 1 | |
| Tayabas | | | 327 | 25 | 15 | 11 | 38 | 2 | 12 | 2 | 2 | 1 | | | 6 | 441 | 19 | | 1 |
| Batangas | 3 | 1 | 299 | 33 | 11 | 6 | 9 | | 6 | 1 | | | | | 5 | 373 | 19 | 1 | |
| Cagayan | 3 | 1 | 212 | 30 | 6 | 2 | 30 | | 4 | 1 | | | | | 5 | 293 | 16 | | |
| Camarines | 3 | 1 | 34 | 16 | 1 | 10 | 1 | 1 | 2 | 2 | | | | | | 270 | 19 | 2 | |
| Cebu | 7 | 1 | 506 | 48 | 12 | 4 | 16 | 1 | 13 | | | | | | 5 | 612 | 15 | | |
| Ilocos Sur | 3 | 1 | 208 | 85 | 47 | 5 | 42 | | 11 | 6 | | | 1 | | 5 | 413 | 40 | 2 | |
| Palawan | 1 | 1 | 50 | 14 | 4 | | | | 2 | | | | | 1 | | 72 | 11 | | |
| Pampanga | 3 | 1 | 240 | 22 | 8 | 4 | 7 | 5 | 20 | 7 | 1 | 1 | | | 15 | 317 | 16 | | |
| Pangasinan | 8 | 1 | 340 | 175 | 50 | 16 | 45 | 2 | 16 | 4 | | | 2 | | | 674 | 60 | 2 | |
| Rizal | 3 | 1 | 224 | 21 | 11 | 3 | 1 | 2 | 14 | 3 | | | 1 | | 1 | 284 | 11 | 2 | |
| Zambales | 1 | 1 | 115 | 31 | 14 | 3 | 8 | 2 | 6 | 2 | | | | | | 183 | 11 | | |
| Bohol | 13 | 2 | 433 | 44 | 20 | 10 | 6 | | 9 | | | | 1 | | 4 | 640 | 10 | 2 | |
| Union | 6 | 2 | 186 | 45 | 23 | 10 | 16 | 5 | 13 | 1 | | | | | 4 | 314 | 16 | 2 | |
| Leyte | 18 | 3 | 350 | 105 | 20 | 6 | 11 | 4 | 16 | 1 | | | | | 2 | 533 | 18 | | |
| Manila | 23 | 3 | 138 | 121 | 116 | 41 | 78 | 6 | 104 | 19 | 3 | 1 | | 1 | 6 | 662 | 71 | 5 | |
| Ilocos Norte | 17 | 4 | 275 | 27 | 11 | 2 | 14 | 5 | 22 | 3 | | | | | 3 | 379 | 27 | | |
| Sorsogon | 11 | 4 | 176 | 33 | 28 | 1 | 2 | 2 | 3 | 1 | | | | | | 257 | 10 | | |
| Albay | 15 | 5 | 208 | 58 | 16 | 1 | 16 | | 5 | | | | | | 2 | 321 | 11 | 1 | |
| Samar | 17 | 5 | 273 | 18 | 12 | 1 | 1 | 3 | 5 | | | | | | | 330 | 6 | 2 | |
| Nueva Vizcaya | 6 | 8 | 50 | 4 | 11 | 2 | 1 | | 4 | | | | | | | 77 | | | |

| | | | | | | | | | | | | | | | | | | | |
|------------------------|-------|----|-------|-------|-----|-----|-----|----|-----|-----|----|---|----|---|----|--------|-----|----|---|
| Isabela..... | 15 | 9 | 102 | 30 | 10 | 7 | 8 | 1 | 1 | 174 | 7 | | | | | | | | |
| Lanao..... | 7 | 9 | 62 | 3 | | 2 | | | 2 | 77 | 2 | | | | | | | | |
| Cavite..... | 27 | 10 | 182 | 29 | 11 | 2 | 3 | 14 | 1 | 272 | 12 | | | | | | | | |
| Cotabato..... | 7 | 11 | 43 | 5 | | 1 | 5 | | | 63 | 5 | | | | | | | | |
| Normal School..... | 3 | 12 | 5 | | 2 | 1 | | 7 | 3 | 26 | 1 | | | | | | | | |
| Mountain..... | 30 | 13 | 118 | 47 | 21 | 2 | 9 | 4 | 1 | 232 | 11 | | | | | | | | |
| Sulu..... | 10 | 14 | 25 | 21 | 3 | 2 | 6 | 1 | | 69 | 1 | | | | | | | | |
| Antique..... | 31 | 16 | 102 | 24 | 26 | 4 | | 2 | 1 | 192 | 12 | | | | | | | | |
| Mindoro..... | 19 | 16 | 71 | 18 | 1 | | | 7 | 2 | 121 | 6 | | | | | | | | |
| Zamboanga..... | 21 | 16 | 68 | 24 | 3 | 1 | 3 | 7 | 1 | 132 | 2 | | | | | | | | |
| Nueva Ecija..... | 51 | 18 | 175 | 23 | 17 | 5 | 3 | 1 | 8 | 288 | 1 | | | | | | | | |
| Occidental Negros..... | 80 | 18 | 292 | 19 | 9 | 5 | 16 | 1 | 7 | 434 | 18 | | | | | | | | |
| Iloilo..... | 143 | 20 | 613 | 61 | 22 | 6 | 42 | 1 | 7 | 702 | 25 | | | | | | | | |
| Davao..... | 22 | 21 | 35 | 38 | 4 | 1 | 6 | 1 | 1 | 107 | 1 | | | | | | | | |
| Surigao..... | 37 | 22 | 105 | 10 | 12 | 2 | 1 | 1 | 2 | 171 | 2 | | | | | | | | |
| Oriental Negros..... | 89 | 26 | 182 | 39 | 19 | 7 | 2 | 2 | 6 | 348 | 15 | | | | | | | | |
| Bukidnon..... | 16 | 23 | 36 | 3 | 2 | 1 | | | | 58 | | | | | | | | | |
| Capiz..... | 114 | 28 | 211 | 26 | 17 | 3 | 20 | 7 | 1 | 403 | 14 | | | | | | | | |
| Misamis..... | 60 | 29 | 109 | 25 | 4 | 1 | 2 | 2 | 2 | 207 | 5 | | | | | | | | |
| Trade School..... | 6 | 32 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 19 | | | | | | | | | |
| Agusan..... | 28 | 34 | 40 | 6 | 3 | 2 | 1 | 1 | | 83 | 4 | | | | | | | | |
| Batanes..... | 10 | 36 | 13 | 2 | | 1 | 1 | 1 | | 28 | 1 | | | | | | | | |
| General Office..... | 15 | 38 | 19 | 4 | 1 | 1 | | | | 39 | | | | | | | | | |
| Romblon..... | 66 | 46 | 54 | 9 | 4 | | 3 | 1 | 2 | 142 | 1 | | | | | | | | |
| Total..... | 1,068 | 8 | 8,063 | 1,579 | 707 | 191 | 541 | 56 | 416 | 81 | 9 | 6 | 12 | 3 | 99 | 12,821 | 615 | 29 | 1 |

Central Luzon Agricultural School

When compared with statistics for the school year 1916-17, these figures show the percentage of teachers under first-year attainments to be 5 per cent less. The figures also show larger percentages of teachers who are of higher attainments. The rate of increase in the number of teachers who are high-school graduates was 49 per cent, and the rate of increase in the number of teachers who are graduates of the Philippine Normal School was 32 per cent. There was also a large increase in the number of teachers who qualified in one of the junior-teacher examinations.

Not considering the peculiar conditions existing in some divisions, especially in those of the less developed regions, there seems to be no doubt that the relationship between attainments and salaries is very close.

No. 10.—*Municipal Teachers' Salaries*
1919 APPROPRIATIONS

| Division | Less than P25 | | P25 to P29.99 | | P30 to P34.99 | | P35 to P39.99 | | P40 to P44.99 | | P45 to P49.99 | | P50 to P54.99 | | P55 and More | | Total Number of Teachers |
|-------------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------|------------|--------------------------|
| | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | Number of Teachers | Percentage | |
| Agusan | 100 | | | | 26 | 22.4 | 7 | 6.0 | 33 | 28.5 | 33 | 28.5 | 5 | 4.3 | 12 | 10.3 | 116 |
| Albay | 100 | | 223 | 69.0 | 54 | 17.0 | 25 | 7.7 | 10 | 3.0 | 5 | 1.5 | 2 | .6 | 4 | 1.2 | 333 |
| Bukidnon | 100 | | | | 1 | 1.0 | 7 | 9.0 | 10 | 12.0 | 20 | 24.4 | 20 | 24.0 | 25 | 30.0 | 83 |
| Camarinas | 100 | | 153 | 53.0 | 99 | 34.0 | 31 | 10.0 | 5 | 2.0 | 2 | 1.0 | | | | | 290 |
| Cavite | 100 | | 211 | 82.1 | 25 | 9.7 | 14 | 5.4 | 4 | 1.5 | 2 | .8 | | | 1 | .4 | 257 |
| Cotabato | 100 | | | | 8 | 9.9 | 5 | 6.1 | 50 | 61.8 | 6 | 7.4 | 1 | 1.3 | 6 | 7.4 | 81 |
| Davao | 100 | | | | 2 | 2.4 | 16 | 9.6 | 26 | 15.6 | | | | | | | 167 |
| Ibabala | 100 | | | | 102 | 35.0 | 45 | 25.6 | 24 | 13.6 | | | | | | | 176 |
| Laguna | 100 | | | | 211 | 53.0 | 31 | 23.0 | 18 | 6.0 | 20 | 5.5 | 2 | .5 | 3 | 1.0 | 357 |
| Manila | 100 | | | | 2 | .3 | | | 1 | .1 | | | 121 | 17.2 | 579 | 82.4 | 703 |
| Misamis | 100 | | 168 | 87.5 | 18 | 9.5 | 3 | 1.5 | 2 | 1.0 | | | | | | | 192 |
| Nueva Ecija | 100 | | 182 | 67.9 | 47 | 17.6 | 30 | 11.1 | 8 | 3.0 | 1 | .4 | | | | | 265 |
| Occidental Negros | 100 | | 301 | 73.2 | 54 | 17.2 | 12 | 3.1 | 4 | 1.0 | | | 2 | .5 | | | 385 |
| Pampanga | 100 | | 123 | 46.2 | 86 | 32.0 | 36 | 14.0 | 19 | 7.0 | 2 | .8 | | | | | 264 |
| Romblon | 100 | | 115 | 91.3 | 5 | 4.0 | | .8 | 4 | 3.1 | | | 1 | .8 | | | 126 |
| Samar | 100 | | 295 | 75.0 | 59 | 15.0 | 28 | 7.0 | 8 | 2.0 | 4 | 1.0 | | | | | 394 |
| Sorsogon | 100 | | 170 | 75.2 | 41 | 18.1 | 11 | 4.9 | 4 | 1.8 | | | | | | | 225 |
| Sulu | 100 | | | | | | 26 | 23.0 | 42 | 38.0 | 23 | 20.0 | 9 | 8.0 | 12 | 11.0 | 112 |
| Zamboanga | 39 | 1.1 | 3 | 3.4 | 13 | 14.8 | 6 | 5.7 | 47 | 53.5 | 9 | 10.3 | 4 | 4.4 | 6 | 6.8 | 88 |
| | 59 | 1.0 | 35 | 22.8 | 37 | 24.0 | 14 | 9.0 | 57 | 37.0 | 1 | .7 | 3 | 2.0 | 6 | 3.5 | 154 |
| Mountain | 96 | 4.0 | 8 | 4.0 | 26 | 12.0 | 82 | 37.0 | 50 | 22.0 | 30 | 14.0 | 6 | 2.0 | 10 | 5.0 | 220 |
| Rizal | 32 | 13.0 | 109 | 45.0 | 49 | 21.0 | 22 | 9.0 | 10 | 4.0 | 5 | 2.0 | 3 | 1.0 | | | 242 |
| Surigao | 30 | 20.0 | 19 | 53.0 | 32 | 22.0 | 6 | 3.0 | 2 | 1.0 | 1 | 1.0 | | | | | 149 |
| Butuan | 86 | 23.0 | 116 | 34.0 | 72 | 22.0 | 44 | 13.0 | 14 | 4.0 | 4 | 1.0 | | | | | 337 |
| Cebu | 71 | 160 | 250 | 41.0 | 96 | 13.0 | 21 | 4.0 | 7 | 1.0 | 3 | .5 | | | 2 | .5 | 538 |
| Batjan | 69 | 31.0 | 36 | 53.0 | 8 | 12.0 | 3 | 4.0 | | | | | | | | | 68 |
| Tarlac | 68 | 32.6 | 136 | 60.6 | 14 | 6.0 | 1 | .4 | | | 1 | .4 | | | | | 224 |
| Batangas | 65 | 121 | 38.0 | 43.0 | 11 | 11.9 | 27 | 7.8 | 6 | 1.7 | 1 | .3 | 1 | .3 | | | 345 |
| Nueva Vizcaya | 61 | 22 | 40.0 | 53.0 | 11 | 20.0 | 6 | 10.0 | | | | | | | | | 56 |
| Tayabas | 60 | 150 | 40.0 | 32.6 | 61 | 16.3 | 19 | 5.0 | 16 | 4.3 | 4 | 1.0 | 1 | .3 | 2 | .5 | 375 |

| | | | | | | | | | | | | | | | | |
|-----------------|----|-------|------|-------|------|-------|------|-----|-----|-----|-----|-----|-------|-----|-----|--------|
| Cagayan | 49 | 121 | 51.0 | 94 | 41.0 | 13 | 5.5 | 5 | 2.1 | 1 | 1 | 4 | 224 | | | |
| Leyte | 49 | 323 | 51.2 | 217 | 34.4 | 63 | 9.9 | 22 | 3.5 | 6 | 8 | 2 | 631 | | | |
| Capiz | 46 | 192 | 53.9 | 131 | 36.7 | 21 | 5.9 | 11 | 3.1 | 1 | 2 | 1 | 367 | | | |
| Pangasinan | 46 | 351 | 54.0 | 224 | 34.0 | 52 | 8.0 | 17 | 3.0 | 9 | 1.0 | 2 | 653 | | | |
| Oriental Negros | 45 | 148 | 54.9 | 98 | 36.3 | 12 | 4.4 | 2 | 2.7 | 8 | 3.0 | 2 | 270 | | | |
| Ilocos Sur | 42 | 180 | 58.0 | 111 | 36.0 | 16 | 5.0 | 3 | 1.0 | | | | 310 | | | |
| Iloilo | 40 | 340 | 60.0 | 180 | 23.0 | 32 | 6.0 | 25 | 4.0 | 22 | 4.0 | 9 | 532 | | | |
| Mindoro | 40 | 67 | 60.0 | 30 | 32.0 | 4 | 4.0 | 3 | 3.0 | 1 | 1.0 | 4 | 1.0 | | | |
| Union | 38 | 138 | 62.0 | 59 | 27.0 | 17 | 8.0 | 7 | 3.0 | | | | 96 | | | |
| Bohol | 31 | 296 | 69.1 | 89 | 21.1 | 38 | 9.1 | 1 | 2 | 2 | 5 | 1 | 221 | | | |
| Zambales | 28 | 111 | 71.6 | 28 | 18.2 | 5 | 3.2 | 1 | 6 | 9 | 5.8 | 1 | 436 | | | |
| Batanes | 22 | 22 | 78.6 | 4 | 14.3 | 2 | 7.1 | | | | | | 155 | | | |
| Antique | 19 | 137 | 81.0 | 27 | 16.0 | 4 | 2.0 | 1 | 1.0 | | | | 28 | | | |
| Palawan | 14 | 43 | 86.0 | 7 | 14.0 | | | | | | | | 109 | | | |
| Ilocos Norte | 4 | 296 | 96.0 | 6 | 2.4 | 4 | 1.0 | 1 | 3 | | | | 50 | | | |
| Total | 70 | 3,471 | 30.0 | 4,574 | 38.5 | 1,422 | 11.9 | 656 | 5.6 | 565 | 4.8 | 225 | 1,786 | | | |
| | | | | | | | | | | | | 1.9 | 1.6 | 681 | 5.7 | 11,786 |

The data below show the improvement in the salaries of municipal teachers between January, 1918, and January, 1919:

| Percentage of teachers receiving— | January | |
|-----------------------------------|---------|------|
| | 1919 | 1918 |
| Less than ₱25 | 30 | 63 |
| ₱25 to ₱29.99 | 38.5 | 14 |
| ₱30 to ₱34.99 | 11.9 | 8.4 |
| ₱35 to ₱39.99 | 5.6 | 2.6 |
| ₱40 to ₱44.99 | 4.8 | 5.3 |
| ₱45 to ₱49.99 | 1.9 | 1.4 |
| ₱50 and more | 7.3 | 4.7 |

In January, 1919, eighteen divisions reported ₱25 a month as the minimum salary for municipal teachers, whereas in January, 1918, not one division reported ₱25 as the minimum salary.

Since the data for this report were received, new salary scales have been adopted in a number of divisions making ₱25 the minimum salary.

No. 11.—*Libraries*

The following table shows, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1918.

| Division | Number of Schools | | | | Number of Libraries | | | | Number of Books December 31, 1918 | | | | | | |
|-------------------|-------------------|--------|------------------|-------|---------------------|--------|------------------|-------|-----------------------------------|--------|------------------|-------|-------|-------|--------|
| | Primary | | Inter-Second-ary | | Primary | | Inter-Second-ary | | Primary | | Inter-Second-ary | | | | |
| | Central | Barrio | Total | Total | Central | Barrio | Total | Total | Central | Barrio | Total | Total | | | |
| | | | | | | | | | | | | | | | |
| Manila | 27 | | 9 | 3 | 39 | 23 | | 6 | 3 | 32 | 5,134 | | 4,990 | 7,584 | 17,708 |
| Albay | 24 | 104 | 13 | 1 | 142 | 19 | 6 | 8 | 1 | 34 | 1,582 | 151 | 1,169 | 2,649 | 8,451 |
| Antique | 13 | 63 | 8 | 1 | 75 | 11 | 3 | 5 | 1 | 20 | 1,050 | 50 | 656 | 1,228 | 3,683 |
| Bataan | 12 | 7 | 2 | 1 | 22 | 12 | 3 | 1 | 1 | 17 | 878 | 24 | 713 | 1,378 | 2,988 |
| Batanes | 6 | 5 | 2 | 1 | 14 | 6 | | 2 | 1 | 9 | 253 | | 622 | 16 | 791 |
| Batangas | 23 | 113 | 15 | 1 | 152 | 19 | 17 | 11 | 1 | 48 | 1,123 | 248 | 2,062 | 1,904 | 5,337 |
| Bohol | 35 | 161 | 18 | 1 | 215 | 19 | 9 | 17 | 1 | 46 | 1,049 | 66 | 3,889 | 1,643 | 6,647 |
| Bulacan | 23 | 94 | 18 | 1 | 136 | 21 | 22 | 18 | 1 | 62 | 2,005 | 204 | 2,337 | 1,211 | 6,357 |
| Cagayan | 23 | 63 | 15 | 1 | 102 | 20 | 24 | 13 | 1 | 58 | 1,018 | 301 | 1,975 | 1,188 | 4,482 |
| Camarines | 39 | 96 | 9 | 1 | 145 | 18 | 3 | 5 | 1 | 27 | 457 | 17 | 486 | 1,258 | 2,218 |
| Capiz | 25 | 113 | 15 | 1 | 154 | 25 | 108 | 14 | 1 | 148 | 2,495 | 1,761 | 1,597 | 2,185 | 8,083 |
| Cavite | 20 | 40 | 12 | 2 | 74 | 20 | 26 | 8 | 1 | 55 | 1,815 | 456 | 3,309 | 1,094 | 6,674 |
| Cebu | 49 | 178 | 25 | 1 | 253 | 30 | | 24 | 1 | 55 | 2,500 | | 4,349 | 2,142 | 8,991 |
| C. L. A. S. I. | | | | 1 | 2 | | | | | 1 | 438 | | | | |
| Ilocos Norte | 22 | 107 | 16 | 1 | 146 | 6 | | 15 | 1 | 22 | 183 | | 3,638 | 3,469 | 7,290 |
| Ilocos Sur | 44 | 115 | 20 | 2 | 181 | 40 | 9 | 13 | 2 | 64 | 4,624 | 268 | 4,718 | 3,993 | 13,603 |
| Iloilo | 29 | 185 | 24 | 1 | 239 | 17 | 21 | 24 | 1 | 63 | 3,641 | 272 | 3,729 | 4,664 | 10,306 |
| Isabela | 18 | 64 | 5 | 1 | 73 | 13 | 53 | 4 | 1 | 71 | 981 | 1,475 | 714 | 3,931 | 3,901 |
| Laguna | 27 | 46 | 18 | 1 | 92 | 16 | 11 | 17 | 1 | 44 | 1,180 | 217 | 3,304 | 1,683 | 6,394 |
| Leyte | 45 | 196 | 33 | 1 | 275 | 19 | 88 | 28 | 1 | 136 | 2,082 | 1,109 | 5,529 | 1,869 | 10,579 |
| Mindoro | 13 | 87 | 7 | 1 | 58 | 7 | 3 | 6 | 1 | 17 | 666 | 114 | 704 | 1,018 | 2,502 |
| Misamis | 15 | 80 | 4 | 1 | 100 | 13 | 13 | 3 | 1 | 30 | 673 | 287 | 728 | 900 | 2,688 |
| Mountain | 41 | 75 | 4 | 2 | 122 | 14 | 11 | 4 | 1 | 30 | 1,060 | 353 | 1,506 | 404 | 3,823 |
| Nueva Ecija | 26 | 87 | 9 | 1 | 123 | 15 | 18 | 7 | 1 | 41 | 1,859 | 194 | 880 | 1,251 | 4,184 |
| Nueva Vizcaya | 11 | 14 | 3 | 1 | 29 | 5 | 10 | 2 | 1 | 18 | 450 | 296 | 736 | 1,575 | 3,067 |
| Occidental Negros | 24 | 95 | 19 | 1 | 139 | 22 | 15 | 16 | 1 | 54 | 1,841 | 446 | 2,661 | 1,803 | 6,761 |
| Oriental Negros | 21 | 92 | 17 | 1 | 131 | 9 | 2 | 5 | 1 | 17 | 445 | 30 | 462 | 1,490 | 2,427 |
| Palawan | 13 | 28 | 5 | 1 | 47 | 8 | 2 | 4 | 1 | 15 | 280 | 32 | 642 | 875 | 1,729 |
| Pampanga | 21 | 72 | 16 | 1 | 110 | 13 | 18 | 14 | 1 | 46 | 1,274 | 372 | 3,408 | 1,915 | 6,969 |
| Pangasinan | 47 | 162 | 35 | 1 | 235 | 16 | 28 | 33 | 1 | 78 | 1,260 | 311 | 7,309 | 2,327 | 11,207 |

| | | | | | | | | | | | | | | | |
|----------------------|-----|-------|-----|----|-------|-----|-----|-----|----|-------|--------|--------|--------|--------|---------|
| Rizal..... | 25 | 63 | 10 | 1 | 99 | 21 | 8 | 10 | 1 | 40 | 1,911 | 398 | 2,679 | 1,946 | 6,999 |
| Romblon..... | 7 | 33 | 18 | 1 | 49 | 5 | 14 | 3 | 1 | 23 | 482 | 126 | 414 | 562 | 1,953 |
| Samar..... | 36 | 136 | 11 | 1 | 184 | 23 | 5 | 10 | 1 | 39 | 1,139 | 120 | 999 | 862 | 3,140 |
| Sorsogon..... | 23 | 75 | 9 | 2 | 169 | 20 | 9 | 7 | 1 | 37 | 1,060 | 80 | 1,133 | 1,460 | 3,718 |
| Surigao..... | 9 | 73 | 5 | 1 | 88 | 9 | 10 | 4 | 1 | 24 | 508 | 169 | 1,446 | 1,419 | 2,242 |
| Tarlac..... | 16 | 89 | 9 | 1 | 115 | 16 | 89 | 9 | 1 | 115 | 870 | 602 | 1,241 | 1,641 | 4,354 |
| Tayabas..... | 33 | 85 | 22 | 2 | 142 | 11 | 11 | 13 | 1 | 25 | 1,166 | 3,649 | 2,575 | 2,575 | 7,060 |
| Union..... | 14 | 47 | 15 | 1 | 77 | 7 | 10 | 16 | 1 | 31 | 756 | 67 | 4,113 | 1,091 | 6,072 |
| Zambales..... | 14 | 46 | 7 | 1 | 68 | 13 | 2 | 3 | 1 | 19 | 666 | 29 | 718 | 6,686 | 2,083 |
| Normal School..... | 1 | | 1 | 1 | 3 | | | | 1 | 1 | | | | 6,686 | 6,686 |
| Trade School..... | | | 1 | 1 | 2 | | | | 1 | 1 | | | | 2,197 | 2,197 |
| Nautical School..... | | | | 1 | 1 | | | | | | | | | | |
| Total..... | 909 | 3,109 | 495 | 49 | 4,562 | 600 | 670 | 401 | 44 | 1,715 | 50,497 | 10,579 | 84,517 | 77,746 | 223,339 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | |
| Agusan..... | 4 | 40 | 3 | | 47 | 3 | | 3 | | 6 | 88 | | 228 | | 316 |
| Bukidnon..... | 4 | 48 | 1 | | 53 | | | 1 | | 1 | | | 63 | | 48 |
| Cotabato..... | 8 | 38 | 3 | | 42 | | | 1 | | 1 | | | 112 | | 112 |
| Davao..... | 7 | 56 | 4 | | 67 | | | 1 | | | | | 96 | | 96 |
| Lanao..... | 3 | 35 | 2 | | 40 | 1 | | 1 | | 2 | 111 | | 197 | | 308 |
| Sulu..... | 1 | 39 | 2 | | 42 | | | 2 | | 2 | | | 255 | | 255 |
| Zamboanga..... | 7 | 70 | 5 | 1 | 83 | | | | 1 | 1 | | | | 1,213 | 1,213 |
| Grand total..... | 988 | 3,433 | 515 | 50 | 4,986 | 604 | 670 | 410 | 45 | 1,729 | 50,696 | 10,579 | 86,471 | 78,969 | 225,705 |

Central Luzon Agricultural School

No. 11.—*Libraries—Continued*

| Division | Number of Pamphlets December 31, 1918 | | | | Total Number of Books and Pamphlets | | | | Number of Books Acquired in 1918 | | | |
|-----------------|---------------------------------------|--------|-------------------|-------|-------------------------------------|--------|-------------------|--------|----------------------------------|--------|-------------------|-------|
| | Primary | | Inter- mediate | Total | Primary | | Inter- mediate | Total | Primary | | Inter- mediate | Total |
| | Central | Barrio | | | Central | Barrio | | | Central | Barrio | | |
| Manila | 1,089 | | 280 | 5,954 | 6,223 | | 5,270 | 23,662 | 1,366 | | 349 | 900 |
| Albay | 807 | 13 | 681 | 1,610 | 2,389 | 164 | 1,850 | 7,061 | 815 | 50 | 490 | 753 |
| Atique | 127 | | 120 | 296 | 546 | 50 | 1,177 | 2,427 | 448 | 50 | 170 | 881 |
| Bataan | 347 | 15 | 150 | 213 | 1,225 | 39 | 863 | 3,718 | 71 | | 12 | 153 |
| Batanes | 140 | | 168 | 37 | 345 | 393 | 690 | 1,136 | | | 15 | 4 |
| Batangas | 215 | 2 | 1,866 | 480 | 1,338 | 250 | 3,928 | 2,384 | 552 | 183 | 607 | 929 |
| Bohol | 309 | | 1,741 | 149 | 1,358 | 66 | 5,630 | 1,792 | 259 | | 1,896 | 43 |
| Bulacan | 232 | 15 | 553 | 460 | 2,267 | 219 | 3,490 | 1,671 | 676 | 153 | 656 | 78 |
| Cagayan | 571 | 175 | 749 | 384 | 1,859 | 476 | 2,724 | 1,572 | 525 | 226 | 466 | 773 |
| Camarines | 231 | 2 | 273 | 201 | 707 | 688 | 759 | 1,459 | 177 | 17 | 293 | 182 |
| Capiz | 619 | 291 | 379 | 220 | 3,114 | 2,052 | 1,976 | 2,405 | 1,383 | 1,004 | 519 | 138 |
| Cavite | 239 | 24 | 2,175 | 82 | 2,490 | 490 | 5,484 | 1,146 | 985 | 278 | 2,901 | 355 |
| Cebu | 1,764 | | 809 | 154 | 2,727 | 4,264 | 5,158 | 2,296 | 1,570 | | 23 | 23 |
| C. L. A. S. I. | | | | 500 | 500 | | | 938 | | | | 539 |
| Ilocos Norte | 273 | | 823 | 690 | 1,786 | 456 | 4,461 | 4,159 | 100 | | 516 | 1,155 |
| Ilocos Sur | 373 | 2 | 1,039 | 231 | 1,645 | 4,997 | 5,737 | 4,224 | 1,215 | 90 | 519 | 986 |
| Iloilo | 136 | 30 | 462 | 650 | 1,278 | 1,777 | 4,191 | 5,314 | 833 | 212 | 1,419 | 3,002 |
| Izabela | 237 | 249 | 798 | 238 | 1,522 | 1,218 | 1,512 | 969 | 617 | 1,145 | 78 | 360 |
| Laguna | 257 | 6 | 318 | 160 | 741 | 1,437 | 3,622 | 1,853 | 7,135 | 1,104 | 652 | 1,047 |
| Leyte | 296 | 60 | 1,723 | 863 | 2,942 | 2,378 | 7,252 | 2,722 | 1,145 | 597 | 3,575 | 333 |
| Mindoro | 496 | 302 | 616 | 97 | 1,511 | 1,162 | 1,320 | 1,115 | 4,013 | 108 | 34 | 62 |
| Misamis | 48 | 4 | 45 | 30 | 127 | 721 | 773 | 980 | 2,715 | 505 | 287 | 244 |
| Mountain | 14 | 1 | 917 | 15 | 947 | 1,074 | 2,423 | 419 | 1,015 | 352 | 228 | 151 |
| Nueva Ecija | 163 | 6 | 129 | 200 | 498 | 2,022 | 2,009 | 1,451 | 4,862 | 374 | 194 | 842 |
| Nueva Vizcaya | 57 | 96 | 177 | 600 | 929 | 507 | 913 | 2,175 | 3,986 | 165 | 87 | 179 |
| Oriental Negros | 131 | 1 | 474 | 237 | 843 | 1,972 | 3,135 | 2,040 | 7,594 | 721 | 261 | 737 |
| Palawan | 92 | | 80 | 20 | 192 | 537 | 542 | 1,510 | 2,619 | 19 | 53 | 65 |
| Pampanga | 50 | | 85 | 51 | 186 | 330 | 627 | 926 | 1,915 | 205 | 32 | 408 |
| Pangasinan | 146 | 19 | 892 | 138 | 1,195 | 1,420 | 4,300 | 2,053 | 8,164 | 352 | 158 | 1,060 |
| Rizal | 575 | 79 | 283 | | 2,376 | 1,405 | 9,424 | 2,403 | 13,583 | 496 | 212 | 2,489 |
| Romblon | 113 | 3 | 258 | 192 | 937 | 2,486 | 2,962 | 1,946 | 7,836 | 510 | 89 | 398 |
| Samar | 38 | | 131 | 191 | 566 | 595 | 672 | 754 | 2,149 | 258 | 50 | 35 |
| Sorogon | 159 | | 113 | 186 | 1,197 | 1,197 | 1,130 | 1,053 | 3,500 | 989 | 70 | 771 |
| Surigao | 27 | 18 | 10 | 34 | 458 | 1,239 | 50 | 1,636 | 4,171 | 771 | 50 | 453 |
| | | | | | 89 | 536 | 1,156 | 1,453 | 2,331 | 508 | 169 | 1,217 |

| | | | | | | | | | | | | | | | |
|--------------------|--------|-------|--------|--------|--------|--------|--------|---------|--------|---------|--------|-------|--------|--------|--------|
| Tarlac | 35 | 41 | 21 | 94 | 191 | 905 | 643 | 1,262 | 1,735 | 4,545 | 602 | 247 | 646 | 856 | 2,381 |
| Tayabas | 245 | 892 | 60 | 1,187 | 1,411 | 903 | 122 | 4,741 | 2,625 | 8,777 | 349 | 302 | 862 | 88 | 1,339 |
| Union | 106 | 55 | 45 | 754 | 903 | 122 | 4,665 | 1,136 | 6,826 | 571 | 114 | 1,072 | 862 | 2,389 | 2,389 |
| Zambales | 227 | 243 | 21 | 491 | 893 | 29 | 961 | 10,763 | 2,262 | 10,763 | 279 | 9 | 21 | 13 | 322 |
| Normal School | | | | 4,065 | | | | | | | | | | 406 | 406 |
| Trade School | | | | 65 | | | | | | | | | | 12 | 12 |
| Nautical School | | | | | | | | | | | | | | | |
| Total | 11,149 | 1,548 | 23,136 | 17,082 | 52,915 | 61,646 | 12,127 | 107,653 | 94,828 | 276,254 | 22,027 | 6,524 | 26,856 | 17,968 | 73,375 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | |
| Agusan | 70 | | 210 | | 280 | 158 | | 438 | | 596 | 67 | | 18 | | 85 |
| Bukidnon | | | | | | | | 63 | | 63 | | | | | |
| Cotabato | | | 200 | | 200 | | | 312 | | 312 | | | 45 | | 45 |
| Davao | | | 70 | | 70 | | | 169 | | 169 | | | 2 | | 2 |
| Lanao | | | 2 | | 2 | 111 | | 199 | | 310 | 71 | | | | 71 |
| Sulu | | | 8 | | 8 | | | 263 | | 263 | | | 255 | | 255 |
| Zamboanga | | | | 35 | 35 | | | 1,248 | | 1,248 | | | 115 | | 115 |
| Grand total | 11,219 | 1,548 | 23,626 | 17,117 | 53,510 | 61,915 | 12,127 | 109,097 | 96,076 | 279,215 | 22,165 | 6,524 | 27,176 | 18,083 | 73,946 |

Central Luzon Agricultural School.

During 1918 the number of libraries increased by 646; the number of books, by 96,575; the number of newspaper subscriptions, by 524; the number of educational-magazine subscriptions, by 522; the number of subscriptions to other magazines, by 682; the number of teachers and pupils reading library books, by 69,832; the number of other persons using library books, by 6,276; and the number of school libraries opened to the people of the community, by 167. These figures represent a greater development of school libraries in 1918 than during any preceding year.

In eleven secondary schools, the number of books in the school library is less than 1,000; in twenty-three, the number is between 1,000 and 2,000; in seven, between 2,000 and 3,000; in two, between 2,000 and 4,000; in one, between 4,000 and 5,000; and in two, more than 5,000.

In several divisions the establishment of libraries in central primary schools needs attention. In a number of divisions every central school has a library, but in some divisions less than one half of the central schools have libraries.

No. 11.—Libraries—Continued

| Division | Number of Books Transferred from B. E. to Provincial and Municipal Act | | | | Newspaper Subscriptions | | | | Educational Magazine Subscriptions | | | | Other Magazine Subscriptions | | | |
|------------------------|--|---------|------------|-------|-------------------------|---------|---------------|-------|------------------------------------|---------|---------------|-------|------------------------------|---------|---------------|-------|
| | Primary | | Second-ary | Total | Primary | | Inter-mediate | Total | Primary | | Inter-mediate | Total | Primary | | Inter-mediate | Total |
| | Central | Bar-rio | | | Central | Bar-rio | | | Central | Bar-rio | | | Central | Bar-rio | | |
| Manila..... | 126 | 582 | 87 | 765 | 38 | 7 | 11 | 9 | 58 | 111 | 19 | 8 | 138 | 12 | 10 | 46 |
| Albay..... | 376 | 223 | 474 | 1,083 | 26 | 7 | 22 | 3 | 58 | 38 | 11 | 3 | 64 | 19 | 2 | 7 |
| Antique..... | 277 | 484 | 1,247 | 1,978 | 51 | 1 | 61 | 2 | 114 | 31 | 41 | 1 | 73 | 19 | 1 | 7 |
| Bataan..... | 177 | 149 | 365 | 691 | 13 | 1 | 4 | 4 | 18 | 49 | 3 | 1 | 4 | 49 | 18 | 6 |
| Batanes..... | 106 | 366 | 9 | 471 | | | 2 | 4 | 6 | | | | | | 3 | 3 |
| Batangas..... | 348 | 941 | | 1,289 | 13 | 3 | 13 | 5 | 34 | 35 | 17 | 16 | 3 | 3 | 1 | 14 |
| Bohol..... | 433 | 2,102 | 600 | 3,135 | 26 | | 30 | 1 | 57 | 14 | 24 | 3 | 41 | 9 | 8 | 58 |
| Bulacan..... | 332 | 734 | 45 | 1,101 | 10 | 1 | 32 | 2 | 45 | 40 | 11 | 39 | 2 | 82 | 1 | 15 |
| Carayan..... | 140 | 349 | 732 | 1,221 | 24 | 7 | 18 | 4 | 49 | 28 | 20 | 43 | 5 | 66 | 11 | 8 |
| Camarinosa..... | 39 | | 334 | 373 | 5 | | 4 | | 15 | | 2 | 2 | 4 | 22 | 9 | 11 |
| Capiz..... | 326 | 114 | 10 | 627 | 17 | 25 | 15 | 4 | 61 | 60 | 36 | 2 | 184 | 29 | 43 | 25 |
| Cavite..... | 115 | 276 | 24 | 415 | 14 | 1 | 11 | 1 | 27 | 24 | 15 | 2 | 39 | 4 | 14 | 2 |
| Cebu..... | 980 | 1,448 | 1,787 | 4,165 | 11 | | 15 | 2 | 28 | 29 | 45 | 2 | 76 | 23 | 19 | 9 |
| G. L. A. S. I..... | | | | | | | | | | | | | | | | |
| Ilocos Norte..... | 81 | 2,748 | 463 | 3,292 | 16 | 6 | 30 | 6 | 58 | 14 | 12 | 46 | 4 | 76 | 1 | 10 |
| Ilocos Sur..... | 1,689 | 2,502 | 764 | 5,098 | 8 | | 19 | 4 | 31 | 6 | 22 | 5 | 33 | 19 | 5 | 37 |
| Iloilo..... | 573 | 1,407 | 1,592 | 3,572 | 20 | 7 | 32 | 5 | 64 | 8 | 32 | 19 | 4 | 63 | 12 | 13 |
| Isabela..... | 179 | 297 | 382 | 788 | 3 | 4 | 2 | 1 | 10 | | 2 | 1 | 3 | 11 | 16 | 6 |
| Laguna..... | 94 | 340 | 636 | 1,086 | 16 | 2 | 23 | 1 | 42 | 20 | 4 | 58 | 4 | 86 | 11 | 32 |
| Leyte..... | 161 | 533 | 341 | 1,035 | 16 | 11 | 74 | 7 | 108 | 27 | 8 | 63 | 3 | 101 | 11 | 61 |
| Mindoro..... | 164 | 303 | 119 | 682 | 25 | 10 | 6 | 7 | 48 | 18 | 2 | 7 | 1 | 28 | 2 | 6 |
| Misamis..... | 316 | 346 | 146 | 781 | | | 4 | 2 | 6 | 7 | 8 | 1 | 16 | 10 | 1 | 17 |
| Mountain..... | 43 | | 43 | | 5 | 1 | 3 | 4 | 13 | 3 | 18 | 2 | 3 | 20 | 34 | 3 |
| Nueva Ecija..... | 1,192 | 583 | 409 | 2,184 | 2 | | 8 | 1 | 9 | 8 | 5 | 11 | 2 | 26 | 7 | 8 |
| Nueva Vizcaya..... | 125 | 84 | 40 | 361 | 6 | 1 | 5 | 10 | 22 | 1 | 1 | 2 | 6 | | 1 | 12 |
| Occidental Negros..... | 38 | 379 | | 417 | 8 | 1 | 34 | 3 | 46 | 17 | 21 | 3 | 41 | 15 | 27 | 20 |
| Oriental Negros..... | 175 | 145 | 690 | 838 | 11 | | 11 | 2 | 24 | 5 | 5 | 4 | 14 | 5 | 5 | 1 |
| Palawan..... | 329 | | 474 | 806 | | | 3 | 3 | 3 | | | | 1 | 1 | 1 | 6 |
| Pampanga..... | 188 | 1,373 | 261 | 1,797 | 10 | 2 | 13 | 1 | 26 | 31 | 10 | 36 | 1 | 78 | 8 | 2 |
| Pangasinan..... | 444 | 3,782 | 511 | 4,747 | 31 | | 65 | 5 | 101 | 23 | 12 | 58 | 3 | 96 | 45 | 8 |
| Rizal..... | 221 | 367 | 463 | 1,083 | 9 | 1 | 6 | 6 | 22 | 24 | 10 | 14 | 2 | 50 | 17 | 3 |
| Romblon..... | | | | | 9 | 3 | 4 | 1 | 17 | 12 | 11 | 3 | 26 | 14 | 3 | 10 |
| Sanar..... | | | 59 | 59 | 56 | | 25 | 14 | 95 | 34 | 22 | 4 | 60 | 53 | 7 | 30 |

| | | | | | | | | | | | | | | | | | | |
|---------------------------|--------|--------|--------|--------|-----|-----|-----|-----|-------|-----|-----|-----|-------|-------|-----|-----|-----|-------|
| Sorsogon..... | 71 | 895 | 611 | 977 | 11 | 2 | 1 | 14 | 11 | 2 | 3 | 1 | 15 | 4 | 8 | 4 | 10 | 15 |
| Surigao..... | 295 | 76 | 353 | 734 | | | | | 9 | | 2 | 1 | 14 | 6 | 8 | 3 | 5 | 22 |
| Tarlac..... | 145 | 1,080 | 665 | 1,890 | 18 | 12 | 7 | 3 | 40 | 1 | 4 | 2 | 8 | 10 | 2 | 9 | 11 | 23 |
| Tayabas..... | 27 | 127 | 30 | 184 | 16 | | 22 | 4 | 42 | 10 | 38 | 5 | 63 | 11 | 18 | 13 | 7 | 38 |
| Union..... | 289 | 2,390 | 616 | 3,295 | 2 | 3 | 12 | 1 | 18 | 8 | 3 | 1 | 20 | 6 | 1 | 13 | 21 | 40 |
| Zambales..... | 101 | 434 | 59 | 594 | 4 | | 8 | 2 | 14 | 3 | 12 | 1 | 16 | 9 | 2 | 6 | 17 | 40 |
| Normal School..... | | | | | 11 | | | 11 | 11 | 3 | | 12 | 12 | | | 2 | 44 | 44 |
| Trade School..... | | | | | | | | | | | | 3 | 3 | | | | 10 | 10 |
| Nautical School..... | | | | | | | | 4 | 4 | | | | | | | | | |
| Total | 10,206 | 28,191 | 15,488 | 54,460 | 550 | 108 | 650 | 154 | 1,462 | 759 | 277 | 719 | 1,071 | 1,864 | 507 | 155 | 490 | 1,704 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | |
| Agusan..... | | | | | 4 | | 3 | | 7 | 6 | | 2 | | 8 | 2 | | 1 | 3 |
| Bukidnon..... | | | | | | | | | | | | | | | | | | |
| Cotabato..... | | | | | | | 2 | | 2 | | | 1 | | 1 | | | | |
| Davao..... | | | | | | | 1 | | 1 | | | 5 | | 5 | | | | |
| Lanao..... | 40 | | | 40 | | | 2 | | 2 | 3 | | | | 3 | | 1 | | 1 |
| Sulu..... | | | | | | | 6 | | 6 | | | 8 | | 8 | | 7 | | 7 |
| Zamboanga..... | | | | | | | | 1 | 1 | | | 2 | | 2 | | | 8 | 8 |
| Grand total | 10,246 | 28,191 | 15,488 | 54,500 | 554 | 108 | 664 | 155 | 1,481 | 768 | 277 | 735 | 1,091 | 1,891 | 509 | 155 | 498 | 1,723 |

Central Luzon Agricultural School.

No. 11.—Libraries—Continued

| Division | Total Newspaper and Magazine Subscriptions | | | | Number of Persons Using the Libraries | | | | | | Number of Libraries Used by People of the Community | | | |
|------------------------|--|--------|--------------|--------|---------------------------------------|--------|---------|--------|---------|--------|---|--------|-----------|--------|
| | Teachers and Pupils | | | | All Others | | | | | | Total | | | |
| | | | | | | | | | | | | | | |
| | Primary | | Intermediate | | Secondary | | Total | | Primary | | Intermediate | | Secondary | |
| | Central | Barrio | Central | Barrio | Central | Barrio | Central | Barrio | Central | Barrio | Central | Barrio | Central | Barrio |
| Manila..... | 161 | 40 | 62 | 263 | 8,260 | 3,063 | 2,199 | 13,532 | 26 | 608 | 634 | 10 | 2 | 19 |
| Albay..... | 83 | 20 | 41 | 182 | 2,757 | 407 | 363 | 3,973 | 741 | 45 | 1,918 | 10 | 2 | 6 |
| Antique..... | 101 | 103 | 10 | 214 | 2,086 | 143 | 446 | 3,138 | 55 | 3 | 72 | 1 | 1 | 2 |
| Bataan..... | 80 | 1 | 10 | 91 | 1,961 | 188 | 226 | 2,690 | 102 | 20 | 162 | 6 | 2 | 10 |
| Batanes..... | ..... | 8 | 5 | 13 | 462 | 165 | 16 | 643 | 6 | 31 | 37 | ..... | ..... | 1 |
| Batangas..... | 51 | 21 | 22 | 131 | 4,819 | 1,105 | 702 | 9,162 | 47 | 92 | 1 | 3 | ..... | 7 |
| Bohol..... | 49 | 92 | 15 | 156 | 1,403 | 10 | 3,169 | 510 | 61 | 6 | 132 | 1 | 4 | 11 |
| Bulacan..... | 73 | 13 | 76 | 1173 | 2,163 | 751 | 2,903 | 10,112 | 289 | 2 | 25 | 7 | 2 | 10 |
| Cagayan..... | 63 | 27 | 39 | 139 | 1,733 | 2,861 | 308 | 8,827 | 80 | 30 | 265 | 4 | 4 | 12 |
| Camarines..... | 27 | 15 | 19 | 61 | 1,691 | 51 | 1,215 | 3,669 | 178 | 30 | 215 | ..... | ..... | 2 |
| Capiz..... | 106 | 154 | 76 | 360 | 4,914 | 3,822 | 2,003 | 542 | 556 | 480 | 1,289 | 7 | 5 | 17 |
| Cavite..... | 42 | 1 | 40 | 86 | 3,193 | 1,233 | 2,196 | 6,839 | 10 | 28 | 38 | 1 | 1 | 1 |
| Cebu..... | 63 | 79 | 13 | 155 | 3,516 | 184 | 4,234 | 8,739 | 380 | 10 | 820 | ..... | ..... | 1 |
| C. L. A. S. I..... | ..... | 2 | 2 | 2 | ..... | ..... | 1,023 | 1,023 | ..... | ..... | 125 | ..... | ..... | 1 |
| Ilocos Norte..... | 31 | 20 | 86 | 164 | 3,018 | 3,911 | 7,749 | 7,749 | 41 | 4 | 45 | ..... | ..... | 1 |
| Ilocos Sur..... | 33 | 5 | 58 | 138 | 3,798 | 6 | 1,342 | 6,782 | 238 | 182 | 470 | 13 | 2 | 21 |
| Iloilo..... | 40 | 82 | 89 | 222 | 4,599 | 1,391 | 1,320 | 10,639 | 39 | 106 | 145 | 8 | 15 | 36 |
| Isabela..... | 14 | 20 | 10 | 13 | 2,083 | 371 | 366 | 4,950 | 100 | 60 | 3 | 163 | 1 | 3 |
| Laguna..... | 47 | 6 | 113 | 173 | 3,010 | 762 | 4,237 | 8,562 | 445 | 5 | 678 | 8 | 4 | 12 |
| Leyte..... | 54 | 20 | 198 | 308 | 2,628 | 1,315 | 4,580 | 9,103 | 284 | 125 | 940 | 79 | 6 | 147 |
| Mindoro..... | 45 | 12 | 15 | 14 | 546 | 173 | 536 | 1,355 | 530 | 66 | 1,726 | 3 | 1 | 6 |
| Misamis..... | 17 | 1 | 29 | 12 | 1,263 | 582 | 475 | 2,537 | 340 | 120 | 460 | 4 | 2 | 6 |
| Mountain..... | 28 | 63 | 8 | 104 | 1,319 | 558 | 374 | 2,379 | 302 | 260 | 572 | 51 | 1 | 52 |
| Nueva Ecija..... | 17 | 10 | 27 | 11 | 2,357 | 684 | 1,458 | 4,839 | 8 | 10 | 38 | ..... | ..... | 1 |
| Nueva Vizcaya..... | 7 | 2 | 8 | 24 | 268 | 315 | 436 | 1,569 | 200 | 120 | 957 | 2 | 6 | 10 |
| Occidental Negros..... | 40 | 1 | 82 | 26 | 4,643 | 712 | 2,232 | 604 | 8,191 | 59 | 94 | ..... | ..... | 6 |
| Oriental Negros..... | 21 | ..... | 20 | 7 | 4,671 | 40 | 593 | 1,624 | 20 | 12 | 50 | 82 | 3 | 11 |
| Palawan..... | 1 | 10 | 1 | 12 | 300 | 30 | 400 | 1,205 | ..... | ..... | 25 | ..... | ..... | 1 |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|-------|-----|-------|-----|-------|---------|--------|--------|--------|---------|-------|-------|-------|-------|--------|-----|----|-----|----|-----|
| Pampanga | 49 | 14 | 71 | 8 | 142 | 3,588 | 1,045 | 2,777 | 372 | 7,782 | 558 | 86 | 10 | 2 | 12 | 5 | 11 | 11 | 27 | |
| Pangasinan | 99 | 20 | 173 | 22 | 314 | 3,168 | 791 | 9,964 | 1,252 | 16,175 | | | | | 646 | | | | | |
| Rizal | 50 | 14 | 39 | 8 | 111 | 3,395 | 1,188 | 1,894 | 387 | 6,864 | 70 | | 340 | | 410 | | | 2 | 2 | |
| Romblon | 35 | 14 | 10 | 11 | 70 | 1,644 | 772 | 1,556 | 67 | 3,039 | 2 | | | | 70 | 1 | | | 3 | |
| Samar | 143 | 7 | 77 | 21 | 248 | 4,532 | 345 | 1,193 | 150 | 6,220 | 485 | | 560 | | 1,575 | 15 | | 7 | 1 | |
| Sorsogon | 26 | | 9 | 12 | 47 | 2,472 | 90 | 628 | 400 | 3,590 | 40 | | 2 | | 30 | 72 | | | 23 | |
| Surigao | 15 | 10 | 5 | 6 | 36 | 480 | 290 | 264 | 211 | 1,245 | 20 | 15 | | 6 | 41 | 3 | 1 | | 5 | |
| Tarlac | 30 | 18 | 17 | 83 | 3580 | 2,839 | 1,466 | 425 | 8,310 | 19 | 21 | 51 | | 91 | 2 | 4 | | 2 | 8 | |
| Tayabas | 44 | | 73 | 16 | 133 | 1,657 | 4,364 | 485 | 6,546 | 483 | | | 89 | 25 | 597 | 2 | | 6 | 1 | |
| Union | 16 | 7 | 83 | 23 | 78 | 1,884 | 434 | 3,333 | 545 | 6,196 | | | 178 | 10 | 188 | | | 8 | 1 | |
| Zambales | 16 | | 22 | 9 | 47 | 2,365 | 81 | 306 | 355 | 3,107 | 60 | 2 | 15 | 3 | 80 | 1 | | | 9 | |
| Normal School | | | 67 | 67 | 67 | | | | 961 | 961 | | | | 20 | 20 | | | | 1 | |
| Trade School | | | 17 | 17 | 17 | | | | 790 | 790 | | | | | | | | | | |
| Nautical School | | | | | | | | | | | | | | | | | | | | |
| Total | 1,816 | 542 | 1,921 | 751 | 5,080 | 104,465 | 26,073 | 76,784 | 22,677 | 229,989 | 6,764 | 1,032 | 6,987 | 1,779 | 16,562 | 237 | 65 | 168 | 23 | 498 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan | 12 | | 6 | | 18 | 408 | | 159 | | 567 | 40 | | 11 | | 51 | | | | | |
| Bukidnon | | | | | | | | 100 | | 100 | | | | | | | | | | |
| Cotabato | | | 3 | | 3 | | | 153 | | 153 | | | | | | | | | | |
| Davao | | | 6 | | 6 | | | 72 | | 72 | | | 5 | | 5 | | | | | |
| Lanao | 8 | | 8 | | 6 | 55 | | 79 | | 134 | 4 | | | | 4 | | | | | |
| Sulu | | | 21 | | 21 | | | 142 | | 142 | | | 20 | | 20 | | | 1 | | 1 |
| Zamboanga | | | 11 | | 11 | | | 292 | | 292 | | | | 22 | 22 | | | 1 | | 1 |
| Grand total | 1,831 | 542 | 1,960 | 762 | 5,096 | 104,918 | 26,073 | 77,489 | 22,969 | 231,449 | 6,808 | 1,032 | 7,023 | 1,801 | 16,664 | 237 | 65 | 169 | 24 | 496 |

¹ Central Luzon Agricultural School.

No. 12.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals, and the value of products raised during the school year, 1917-18.

| Name and Location of School | Teachers | | Total Annual Enrolment | Area of Farm in Hectares | | Number of Animals | | | | | | Value of School Products | | | | | Value of Products from Home Projects | Total Value of Products from School and Home Projects |
|--|----------|----------|------------------------|--------------------------|-------|-------------------|--------|-------------|--------------|------|---------|--------------------------|------------|-------------|----------|--------|--------------------------------------|---|
| | American | Filipino | | Cultivated | Total | Carabaos | Horses | Work Cattle | Other Cattle | Hogs | Poultry | Animals | Vegetables | Field Crops | Fruits | Others | | |
| | | | | | | | | | | | | | | | | | | |
| Central Luzon Agricultural School, Muñoz, Nueva Ecija | 7 | 6 | 749 | 180 | 638 | 70 | | 17 | 9 | 130 | 79 | 2,013.05 | 21,865.11 | 214,606.50 | 2145.74 | | 21,705.61 | 220,336.01 |
| Lagangilang Agricultural School, Lagangilang, Ilocos Sur | | 5 | 105 | 6 | 7 | | | 3 | | 70 | 520 | 1,472.32 | 604.79 | 307.88 | 90.27 | | 10.00 | 2,485.25 |
| La Trinidad Agricultural School, Baguio, Mountain | 2 | 5 | 96 | 24 | 158 | 8 | | 2 | 5 | 2 | 247 | 300.00 | 400.00 | 800.00 | 200.00 | | 100.00 | 1,800.00 |
| Aborlan Agricultural School, Aborlan, Palawan | 4 | 139 | 30 | 199 | 7 | 7 | | 1 | 10 | 25 | | 49.00 | 128.21 | 306.62 | 32.36 | | | 516.19 |
| Bunawan Agricultural School, Bunawan, Agusan | 1 | 2 | 29 | 7 | 42 | 4 | | | | 7 | 48 | 256.30 | 183.40 | 516.18 | 46.47 | | | 1,002.35 |
| Mailag Agricultural School, Mailag, Bukidnon | | 3 | 46 | 24 | 268 | | | 9 | 24 | 25 | 35 | 422.82 | 150.59 | 970.72 | 522.98 | | | 2,067.11 |
| Piang Agricultural School, Piang, Cotabato | 1 | 6 | 162 | 16 | 32 | 9 | | 1 | | | 200 | 89.62 | 243.01 | 1,311.33 | 110.38 | 123.36 | | 1,877.70 |
| Lumbatan Agricultural School, Lumbatan, Lanao | 1 | 3 | 89 | 7 | 113 | 1 | | 6 | | | 20 | | 88.29 | 540.22 | 356.55 | | | 935.06 |
| Lapak Agricultural School, Lapak, Sulu | | 5 | 58 | 7 | 64 | 3 | | 12 | 1 | | 16 | | 20.00 | 154.55 | 5.00 | | | 179.55 |
| Total | 12 | 39 | 1,473 | 301 | 1,541 | 102 | | 51 | 49 | 259 | 1,165 | 4,603.11 | 3,633.40 | 19,514.00 | 1,509.75 | 123.36 | 1,815.61 | 31,199.23 |

No. 13.—Farm Schools

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products for the school year, 1917-18.

| Name and Location of School | Teachers | | Total Annual Enrollment | Area of Farm in Hec-tares | | Number of Animals | | | | | Value of School Products | | | | Value of Products from Home Projects | Total Value of Products from School and Home Projects | | |
|--|----------|----------|-------------------------|---------------------------|-------|-------------------|--------|-------------|--------------|------|--------------------------|----------|-------------|-------------|--------------------------------------|---|-----------|-----------|
| | American | Filipino | | Culti-vated | Total | Carabao | Horses | Work Cattle | Other Cattle | Hogs | Poultry | Animals | Vege-tables | Field Crops | | | Fruits | Others |
| | | | | | | | | | | | | | | | | | | |
| Catanduanes Farm School, Virac, Albay | 1 | 63 | 2 | 10 | 1 | 2 | | | | 9 | 10 | P110.00 | P146.00 | P200.00 | P50.00 | | P250.00 | P756.00 |
| Guinobatan Farm School, Guinobatan, Albay | 5 | 223 | 7 | 12 | 4 | | | | | 35 | 203 | 151.00 | 313.00 | 966.00 | 21.00 | | 374.00 | 2,293.00 |
| Bitangas Farm School, Batangas, Batangas | 1 | 112 | 7 | 7 | | | | | | 73 | 220 | 1,228.71 | 670.97 | 108.89 | 623.99 | | 1,153.00 | 4,154.50 |
| Bitang Farm School, Bitang, Bohol | 1 | 133 | 10 | 12 | | | | | | 120 | 120 | 240.00 | 470.00 | 496.00 | | | 1,220.66 | 2,611.50 |
| Indang Farm School, Indang, Cavite | 1 | 257 | 18 | 17 | | | | | | 12 | 187 | 627.00 | 360.00 | 566.00 | 188.10 | | 1,207.00 | 2,981.20 |
| Batac Farm School, Batac, Ilocos Norte | 1 | 8 | 16 | 17 | | | | | | 2 | 32 | 271.16 | 186.87 | 1,143.19 | 6.40 | | 2,946.24 | 5,249.25 |
| Santa Maria Farm School, Santa Maria, Ilocos Sur | 1 | 291 | 8 | 11 | | | | | | 27 | 312 | 825.38 | 203.32 | 334.66 | 3.52 | | 2,438.76 | 4,400.63 |
| Isabela Farm School, Cagayan, Isabela | 3 | 262 | 12 | 14 | 2 | | | | | 17 | 125 | 500.00 | 175.00 | 250.00 | 50.00 | | 1,184.00 | 2,800.00 |
| Tacloban Farm School, Tacloban, Leyte | 3 | 152 | 13 | 13 | 1 | | | | | 1 | 12 | 13.00 | 96.00 | 204.00 | 8.00 | | 66.00 | 1,392.41 |
| San Carlos, Farm School, San Carlos, Pangasinan | 1 | 7 | 259 | 10 | 3 | 1 | 3 | 2 | | 32 | 106 | 131.00 | 180.00 | 362.00 | 44.00 | | 160.00 | 1,120.00 |
| Odiangan Farm School, Odiangan, Romblon | 1 | 7 | 165 | 10 | 3 | 3 | | | | 3 | 10 | 150.00 | 120.00 | 600.00 | | 100.00 | 1,180.00 | |
| Iba Farm School, Iba, Zambales | 1 | 5 | 240 | 6 | 11 | 3 | | | | 3 | 40 | 40.00 | 50.00 | 35.00 | 5.00 | | | |
| Total | 4 | 65 | 2,363 | 101 | 168 | 14 | 3 | 22 | 2 | 239 | 1,583 | 4,292.25 | 2,942.16 | 5,869.24 | 1,000.01 | 1,876.23 | 10,623.06 | 26,591.99 |

No. 14.—Settlement Farm Schools, 1917-18

| Division | Number of Schools | Filipino Teachers | Total Annual Enrolment | | Total Average Daily Attendance | | Monthly Enrolment by Grades | | | | | | | |
|----------------------|-------------------|-------------------|------------------------|--------|--------------------------------|--------|-----------------------------|--------|-------|--------|------|--------|-------|--------|
| | | | | | | | I | | II | | III | | IV | |
| | | | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Agusan..... | 26 | 41 | 1,545 | 1,003 | 1,027 | 735 | 799 | 613 | 200 | 121 | 129 | 62 | 39 | 13 |
| Albay..... | 1 | 2 | 35 | 56 | 20 | 33 | 7 | 17 | 7 | 13 | 6 | 3 | | |
| Bukidnon..... | 35 | 55 | 2,086 | 850 | 1,543 | 635 | 1,088 | 463 | 341 | 127 | 151 | 61 | 152 | 40 |
| Cotabato..... | 10 | 24 | 519 | 102 | 379 | 66 | 323 | 49 | 108 | 15 | 20 | 8 | | |
| Davao..... | 29 | 47 | 1,649 | 605 | 908 | 410 | 1,318 | 813 | 222 | 75 | 81 | 12 | 12 | |
| Lanao..... | 2 | 4 | 111 | 5 | 53 | 3 | 56 | 2 | 18 | | 7 | 1 | | |
| Mountain..... | 2 | 6 | 146 | 51 | 98 | 34 | 132 | 67 | 24 | 32 | 7 | 8 | 14 | 1 |
| Nueva Vizcaya..... | 5 | 15 | 180 | 31 | 149 | 31 | 180 | 100 | 10 | 35 | 5 | 15 | 10 | 6 |
| Oriental Negros..... | 1 | 2 | 36 | 28 | 64 | 15 | 31 | 8 | 12 | 7 | 9 | 4 | 13 | |
| Rizal..... | 2 | 2 | 50 | 20 | 70 | 39 | 55 | 22 | 9 | 13 | 7 | | | |
| Samar..... | 2 | 2 | 71 | 53 | 44 | 29 | 73 | 44 | 32 | 12 | 11 | 10 | | |
| Tarlac..... | 2 | 2 | 56 | 14 | 35 | 8 | 43 | 19 | 5 | 1 | 7 | 3 | | |
| Zambales..... | | | | | | | | | | | | | | |
| Total..... | 117 | 202 | 6,484 | 2,818 | 4,310 | 2,016 | 6,326 | 3,337 | 1,004 | 390 | 442 | 174 | 230 | 60 |
| | | | | | | | | | | | | | 5,013 | 2,251 |
| | | | | | | | | | | | | | | 7,284 |

* No enrolment, school closed.

| Division | Area of Farm in Hectares | | Number of Animals | | | Value of School Products | | | | | | Value of Products from Home and Projects | Total Value of Products and Home Projects | | |
|-----------------|--------------------------|-------|-------------------|----------------|--------|--------------------------|---------|----------|------------|-------------|----------|--|---|-----------|-------|
| | Culti- vated | Total | Cara- baos | Other | | Hogs | Poultry | Animals | Vegetables | Field Crops | Fruits | | | Others | Total |
| | | | | Work Cattle | Cattle | | | | | | | | | | |
| Agusan | 86 | 365 | 8 | 2 | 115 | 163 | | P963.95 | P433.20 | P6,593.08 | P519.27 | P11.52 | P8,521.02 | P8,521.02 | |
| Albay | 1 | 3 | 1 | 2 | | 4 | | 140.00 | 10.00 | 50.00 | | | 200.00 | 200.00 | |
| Bukidnon | 179 | 284 | 1 | 14 | | | | 27.32 | 2,204.81 | 8,379.19 | 2,063.64 | | 12,694.96 | 12,694.96 | |
| Cotabato | 48 | 214 | 12 | 8 | | 3 | 194 | 18.60 | 812.71 | 2,765.22 | 124.10 | | 3,720.63 | 3,720.63 | |
| Davao | 83 | 306 | 8 | 21 | | 6 | 916 | 447.71 | 4,031.91 | 11,346.72 | 904.44 | 88.29 | 16,819.07 | 16,819.07 | |
| Lanao | 7 | 17 | 1 | 5 | | 10 | | 20.00 | 10.40 | 359.16 | 281.51 | | 671.07 | 671.07 | |
| Mountain | 4 | 16 | 1 | | | | | 100.00 | 260.00 | 10.00 | | | 370.00 | 370.00 | |
| Nueva Viscaya | 20 | 45 | 11 | | 23 | 290 | | 1,218.00 | 363.00 | 1,092.00 | 167.00 | | 2,840.00 | 2,840.00 | |
| Oriental Negros | 1 | 1 | 5 | | | | | 429.00 | 10.00 | 20.00 | | | 459.00 | 459.00 | |
| Rizal | 4 | 8 | 6 | 1 | | 53 | | 5.00 | 15.00 | 325.00 | 10.00 | | 355.00 | 355.00 | |
| Samar | 2 | 14 | | 2 | | | | 200.00 | 370.00 | 275.00 | 15.00 | | 860.00 | 860.00 | |
| Tarlac | 2 | 12 | 3 | | | | | | 30.50 | 117.00 | 11.70 | | 159.20 | 159.20 | |
| Zambales b | 12 | 12 | 1 | | 23 | | | | | | | | | | |
| Total | 449 | 1,297 | 59 | 51 | 23 | 1,630 | 1,630 | 3,569.58 | 8,551.53 | 31,332.37 | 4,116.66 | 99.81 | 47,669.96 | 48,023.96 | |

^b No production reports as the school was closed almost all year owing to Negrito troubles.

A settlement farm school is a primary school established among people who are more or less nomadic with the idea of encouraging them to form permanent settlements in the neighborhood of the school.

The number of settlement farm schools increased by 13 and the average daily attendance increased by 317. The number of hectares cultivated at settlement farm schools in 1917-18 was 207 greater than the number of hectares cultivated in 1916-17.

The number of chickens at settlement farm schools more than doubled and the number of hogs nearly doubled. The value of products raised at settlement farm schools was more than twice that of the previous year.

No. 15.—Agricultural Clubs 1917-18

| Division | Number of Boys and Girls in the Division | Number of Club Members with Projects | | | | | Value of Products Produced by Club Members | | | | | | | | |
|-------------------|--|--------------------------------------|-----|---------|-------|------|--|-------|------------|----------|-----------|---------|---------|------------------|-----------|
| | | Garden | Hog | Poultry | Fruit | Corn | Cooking | Total | Vegetables | Hogs | Poultry | Fruit | Corn | Cooking Products | Total |
| Manila | 79 | 367 | 78 | 689 | 141 | 91 | 83 | 1,449 | P803.62 | P620.84 | P1,190.70 | P163.60 | P200.71 | P97.40 | P9,281.77 |
| Albay | 5 | 12 | | 15 | | 25 | | 52 | 60.00 | | 55.20 | | 121.88 | | 237.08 |
| Antique | 14 | 64 | 13 | 14 | 31 | 12 | | 124 | 124.50 | 30.00 | 13.96 | 7.20 | | | 176.65 |
| Bataan | 6 | 64 | 8 | 21 | | 50 | | 143 | 72.00 | | 38.50 | | 81.25 | | 223.75 |
| Batangas | 65 | 723 | 96 | 155 | 67 | 97 | | 1,138 | 2,826.15 | 6,320.75 | 1,402.25 | 153.74 | 124.18 | | 10,827.07 |
| Bohol | 43 | 330 | 47 | 327 | 95 | 141 | 7 | 947 | 726.00 | 384.00 | 2,469.00 | 35.00 | 584.00 | 26.00 | 2,214.00 |
| Bulacan | 38 | 161 | 10 | 136 | 13 | | | 320 | 1,255.44 | 196.50 | 2,149.49 | 76.50 | | | 3,707.93 |
| Cagayan | 59 | 102 | 9 | 193 | 14 | | 12 | 330 | 2,712.42 | 1,016.50 | 2,779.39 | 781.00 | 216.40 | 65.00 | 7,870.71 |
| Camrines | 45 | 444 | | 70 | | 22 | | 536 | 904.02 | | 404.30 | | 22.30 | | 1,380.62 |
| Capiz | 42 | 295 | 96 | 119 | 96 | 23 | 13 | 641 | 302.22 | 214.00 | 319.81 | 61.60 | 42.00 | | 939.63 |
| Cavite | 16 | 82 | 2 | 55 | 48 | 3 | | 190 | 300.00 | 35.00 | 337.30 | 148.25 | 6.00 | | 826.55 |
| Cebu | 37 | 311 | 48 | 44 | 71 | 22 | | 696 | 400.00 | 362.00 | 899.00 | 90.00 | 212.00 | | 1,453.00 |
| C. L. A. S. I. | 5 | 32 | 32 | 30 | 7 | | | 171 | 490.00 | 355.00 | 240.00 | | 629.61 | | 1,705.61 |
| Ilocos Norte | 66 | 280 | 39 | 154 | 19 | 24 | 36 | 552 | 3,369.78 | 762.00 | 1,961.19 | 70.00 | 30.55 | 146.74 | 6,340.26 |
| Ilocos Sur | 53 | 604 | 10 | 29 | 12 | 10 | | 655 | 1,760.44 | 133.00 | 1,029.50 | 3.50 | 102.80 | | 3,029.24 |
| Iloilo | 15 | 326 | | 114 | | | | 440 | 641.58 | | 652.32 | | | | 1,293.90 |
| Isabela | 21 | 130 | 21 | 36 | | | | 187 | 488.70 | 88.00 | 139.00 | | | | 765.70 |
| Laguna | 35 | 176 | 68 | 130 | 88 | 64 | | 526 | 544.05 | 636.30 | 456.16 | 126.55 | 66.47 | | 1,829.53 |
| Leyte | 16 | 286 | 85 | 147 | 50 | 55 | 50 | 623 | 383.57 | 504.00 | 351.04 | 130.00 | 158.00 | 38.00 | 1,564.61 |
| Mindoro | 14 | 74 | 29 | 114 | 30 | | 75 | 322 | 294.00 | 303.00 | 998.00 | | | 126.00 | 1,721.00 |
| Misamis | 60 | 523 | 53 | 91 | 28 | 340 | | 1,035 | 2,297.00 | 88.00 | 404.45 | 25.00 | 410.00 | | 3,224.45 |
| Mountain | 2 | 65 | | 8 | | | | 73 | 210.00 | | 450.00 | | 50.00 | | 710.00 |
| Nueva Ecija | 27 | 592 | 31 | 116 | 17 | 50 | 6 | 812 | 1,056.05 | 143.00 | 377.30 | 70.00 | 15.00 | | 1,661.35 |
| Nueva Vizcaya | 8 | 20 | 14 | 14 | 20 | 10 | | 78 | 18.00 | 140.00 | 68.00 | 75.00 | 20.00 | | 321.00 |
| Occidental Negros | 24 | 37 | 37 | 132 | 12 | 44 | | 282 | 443.00 | 541.00 | 27.50 | 32.00 | 240.00 | | 1,283.50 |
| Oriental Negros | 13 | 23 | 18 | 44 | 31 | 54 | | 170 | 19.00 | 92.00 | 194.41 | 22.15 | 65.50 | | 398.16 |
| Palawan | 15 | 40 | 7 | 110 | 25 | | | 182 | 175.00 | 50.00 | 117.28 | 25.00 | | | 367.28 |
| Pampanga | 6 | 79 | | | | | | 79 | 1,048.69 | | | | | | 1,048.69 |
| Pangasinan | 48 | 175 | 50 | 205 | 105 | 45 | 60 | 640 | 3,298.65 | 1,238.30 | 2,608.71 | 661.35 | 281.37 | 470.11 | 8,558.49 |

| | | | | | | | | | | | | | | |
|--------------------|-------|-------|-------|-------|-------|-------|-----|--------|-----------|-----------|-----------|----------|----------|-----------|
| Rizal | 53 | 340 | 40 | 48 | 91 | 13 | 19 | 551 | 699.13 | 466.00 | 315.40 | 243.20 | 15.10 | 1,788.88 |
| Romblon | 27 | 147 | 56 | 135 | 46 | 46 | | 384 | 406.00 | | 91.00 | 32.00 | | 529.00 |
| Samar | 34 | 425 | 47 | 165 | 58 | 59 | | 754 | 682.12 | 685.00 | 1,424.45 | 280.00 | | 3,456.57 |
| Sorsogon | 49 | 233 | 12 | 11 | 103 | 23 | | 442 | 798.95 | 88.00 | 51.60 | 57.80 | 12.00 | 1,088.85 |
| Surigao | 4 | | | 36 | | | | 36 | | | 19.50 | | | 19.50 |
| Tarlac | 37 | 163 | 23 | 117 | 41 | 46 | 4 | 394 | 1,881.35 | 535.98 | 1,099.32 | 199.33 | 271.48 | 3,999.88 |
| Tayabas | 32 | 419 | 170 | 327 | 76 | 38 | | 1,080 | 318.08 | 639.50 | 849.34 | 41.43 | | 1,874.35 |
| Union | 28 | 879 | | 79 | 23 | 34 | | 1,015 | 3,336.52 | | 909.33 | | 32.00 | 4,313.23 |
| Zambales | 12 | 54 | 6 | 76 | 8 | | | 144 | 984.00 | 60.00 | 1,200.80 | 40.00 | | 2,164.80 |
| Normal School | 1 | 14 | | | 2 | 4 | | 20 | 47.00 | | | 12.00 | | 82.00 |
| Total | 1,154 | 9,091 | 1,255 | 4,306 | 1,467 | 1,669 | 365 | 18,133 | 36,076.93 | 16,960.62 | 25,624.59 | 3,668.20 | 1,040.82 | 87,876.49 |
| Mindanao and Sulu: | | | | | | | | | | | | | | |
| Agusan | 9 | 1 | 5 | 3 | | | | 9 | 79.91 | 328.38 | 109.60 | | | 517.89 |
| Bukidnon | | | | | | | | | | | | | | |
| Cotabato | | | | | | | | | | | | | | |
| Davao | 2 | 21 | | 13 | | | | 34 | 425.00 | | 166.26 | | | 591.26 |
| Lanao | | | | | | | | | | | | | | |
| Sulu | | | | | | | | | | | | | | |
| Zamboanga | | | | | | | | | | | | | | |
| Grand total | 1,165 | 9,113 | 1,260 | 4,322 | 1,467 | 1,669 | 365 | 18,196 | 36,581.84 | 17,289.00 | 25,900.45 | 3,668.20 | 1,040.82 | 88,986.64 |

Central Luzon Agricultural School.

No. 15.—Agricultural Clubs 1917-18—Continued

| Division | Names and Addresses of the Club Members Receiving the Largest Return in Money Based on Market Value of Products from his Club Work | | | | | Value of Products | Name of Contest in which Enrolled |
|-------------------|--|--------------------------------|---|---------------------|-----|----------------------------|-----------------------------------|
| | Num-ber of Hogs Owned by Club Mem-bers | Chickens Owned by Club Members | Num-ber of Fruit Trees Cared for by Club Mem-bers | Name | Age | Address | |
| Manila | | | | | | | |
| Albay | 257 | 3,643 | 2,002 | Primitivo Marayada | 17 | Parian, Camalig, Albay | Hog Raising |
| Antique | 6 | 209 | 1,196 | Aniceto Basañes | 17 | Sibalom, Antique | Vegetable Gardening |
| Bataan | 6 | 48 | 215 | Luis Duco | 19 | Balanga, Bataan | Garden Project |
| Batanes | | | | Salud Galarosa | 17 | Mahatag, Batanes | Hog Raising |
| Batangas | 624 | 4,498 | 804 | Jacinto Gupit | 16 | Batangas Farm School | Pig Raising |
| Bohol | 98 | 2,247 | 1,220 | Juan Melencion | 16 | Inabanga, Bohol | Pig Raising |
| Bulacan | 11 | 3,804 | 153 | Francisco Robles | 11 | Malolos, Bulacan | Vegetable Growing |
| Cagayan | 106 | 3,021 | 714 | Bernandina Escobar | 14 | Tuguegarao, Cagayan | Pig Raising |
| Camarines | | 1,008 | | Macario Francia | 20 | San Jose, Camarines | Vegetable Raising |
| Capiz | 63 | 940 | 711 | Bonifacio Dorado | 21 | Pontevedra, Capiz | Vegetable Raising |
| Cebu | 2 | 694 | 538 | Emiliano Ricafrente | 11 | Novelda, Cavite | Fruit |
| C. L. A. S. 1 | 140 | 715 | 608 | Victorino Mondragon | 22 | Tulic, Argao, Cebu | Poultry |
| Ilocos Norte | 20 | 690 | 70 | Lucio Suarez | 19 | Odionza, Romblon | Hog |
| | 150 | 6,685 | 438 | Roman Barroga | 18 | Batac, Ilocos Norte | Vegetables |
| Ilocos Sur | 35 | 624 | 401 | Felipe Somera | 19 | Sta. Maria, Ilocos Sur | Poultry |
| Iloilo | | 1,525 | | Cezar Ledezma | 13 | Jaro, Iloilo | Poultry |
| Isabela | 96 | 506 | | Sinforoso Sebastian | 16 | Echague, Isabela | Poultry |
| Laguna | 1 | 796 | 1,323 | Estheria Fernandez | 12 | Famey, Laguna | Poultry |
| Leyte | 85 | 821 | 385 | Pedro Amod | 17 | Hinunangan, Leyte | Vegetables |
| Mindoro | 48 | 2,638 | 1,481 | Mariano Liboro | 15 | Agcawayan, Mindoro | Poultry |
| Misamis | 39 | 884 | 285 | Potenciano Lago | 17 | Mambajo, Misamis | Poultry |
| Mountain | | 563 | | Pumihic Guinid | 16 | Trinidad Agri. School | Vegetable Growing |
| Nueva Ecija | 32 | 843 | 207 | Potenciano Tecson | 12 | Cabiao, Nueva Ecija | Vegetable Garden |
| Nueva Vizcaya | 14 | 250 | 217 | Jesusa Bayaua | 12 | Bagabag, Nueva Vizcaya | Poultry Raising |
| Occidental Negros | 113 | 1,795 | 126 | Gaudencio Guillen | 18 | Hinigaran, Occ. Negros | Poultry |
| Oriental Negros | 25 | 485 | 653 | Roberto Zafran | 14 | Bacong, Or. Negros | Poultry |
| Palawan | 7 | 800 | 400 | Manuel Gasaca | 12 | Cuyo, Palawan | Poultry |
| Pampanga | | | | Marcelino Sicat | 20 | Pulung Bulu, Angeles, Pamp | Vegetable |
| Pangasinan | 168 | 4,316 | 3,971 | Segio de Guzman | 20 | Asingan, Pangasinan | Garden Project |

| | | | | | | | | |
|--------------------|-------|--------|--------|---------------------|----|-----------------------------|----------|-----------------|
| Rizal | 50 | 402 | 848 | Jose Rodriguez | 14 | Concepcion, Malabon, Rizal | 80.00 | Poultry |
| Romblon | 55 | 412 | 874 | Maria C. Mefiez | 13 | Odiongan Farm School | 15.00 | Pig Raising |
| Samar | 128 | 1,773 | 2,560 | Rafael Acebuche | 20 | Laoang, Samar | 55.00 | Pig Raising |
| Sorsogon | 24 | 53 | 1,150 | Concepcion Frivaldo | 16 | Santa Magdalena, Sorsogon | 25.00 | Hog Raising |
| Surigao | | 27 | | Leocadia Arana | 16 | Surigao, Surigao | 1.10 | Poultry |
| Tarlac | 51 | 3,545 | 1,570 | Dionicio Apante | 18 | Moncada, Tarlac | 39.10 | Poultry Raising |
| Tayabas | 122 | 1,470 | 1,648 | Mariano Bustamante | 16 | Tiaong, Tayabas | 50.00 | Vegetable |
| Union | | 2,595 | 719 | Petronio Dumit | 18 | Batang, Union | 57.00 | Poultry |
| Zambales | 6 | 3,040 | 130 | Eugenio Aquino | 16 | La Paz, San Narciso, Zamba | 27.00 | Vegetable |
| Normal School | | | 80 | Ambrosio D. Rabe | 20 | Santa Catalina, Il. Sur | 17.00 | Vegetable |
| Total | 2,595 | 58,490 | 27,592 | | | | 3,043.90 | |
| Mindanao and Sulu: | | | | | | | | |
| Agusan | -49 | 210 | | Jovito Lagnada | 13 | Cababaran, Agusan | 8.30 | Poultry |
| Bukidnon | | | | | | | | |
| Cotabato | | | | | | | | |
| Davao | 106 | | | Severino Gaviola | 12 | c o Mrs. J. L. Obiña, Davao | 51.59 | Poultry |
| Lanao | | | | | | | | |
| Sulu | | | | | | | | |
| Zamboanga | | | | | | | | |
| Grand total | 2,750 | 58,700 | 27,592 | | | | 3,103.79 | |

¹ Central Luzon Agricultural School.

The increase in the number of agricultural clubs was 308, the increase in the number of club members was 2,518, and the increase in the value of agricultural-club products was ₱52,391.25 (more than double the production of the previous year). The number of pupils enrolled in the garden contest and in the corn contest increased, whereas the number of pupils enrolled in the other three contests decreased. The value of production during 1917-18 in each contest was much in excess of the value of production during 1916-17. In the fruit-growing contest the value of production was more than 100 per cent greater; in the hog-raising contest it was nearly 100 per cent greater; and in the poultry-raising contest it was nearly 50 per cent greater.

No. 16.—*School and Home Gardens*

A table showing, by divisions and for the Islands, the number school and home gardens, school year, 1917-18.

| Division | Gardens | | | | | | | | | | | | | Grand Total | | |
|-------------------|---------------------------------------|--------------|-------|------------------------------------|--------|--------------|--|---|---------|-------|--------|--------------|-----|-------------|-------|--|
| | Number of Schools with School Gardens | | | Number of Pupils with Home Gardens | | | Estimated Area Cultivated by Pupils in the Division Including both School and Home Gardens | Number of Pupils Taking Vegetable Gardening | | | | | | | | |
| | Intermediate | | Total | Primary | | Intermediate | | Total | Primary | | | Intermediate | | | | |
| | Primary | Intermediate | | Male | Female | | | | Total | Male | Female | Total | | | | |
| | | | | | | | <i>Hectares</i> | | | | | | | | | |
| Manila | 17 | 6 | 23 | 678 | 251 | 929 | 23.0 | P1,288.24 | 1,037 | 39 | 1,076 | 754 | --- | 754 | 1,880 | |
| Albay | 120 | 8 | 128 | 1,763 | 280 | 2,043 | 28.0 | 4,450.00 | 1,763 | --- | 1,763 | 280 | --- | 280 | 2,043 | |
| Antique | 62 | 4 | 66 | 1,736 | 306 | 2,101 | 20.0 | 2,672.65 | 1,519 | 391 | 1,910 | 270 | 36 | 306 | 2,216 | |
| Bataan | 17 | 2 | 19 | 333 | 55 | 388 | 5.0 | 1,098.50 | 457 | --- | 457 | 75 | --- | 75 | 532 | |
| Batanes | 8 | 1 | 9 | 85 | 27 | 112 | 2.7 | 164.00 | 121 | 4 | 125 | 27 | --- | 27 | 152 | |
| Batangas | 135 | 10 | 145 | 2,756 | 528 | 3,284 | 54.9 | 15,500.00 | 2,561 | --- | 2,561 | 397 | --- | 397 | 2,968 | |
| Bohol | 193 | 14 | 207 | 1,944 | 280 | 2,224 | 69.0 | 4,500.00 | 3,191 | 279 | 3,470 | 416 | 53 | 469 | 3,939 | |
| Bulacan | 117 | 16 | 133 | 1,183 | 90 | 1,273 | 62.0 | 3,852.41 | 1,183 | --- | 1,183 | 90 | --- | 90 | 1,273 | |
| Cagayan | 92 | 10 | 102 | 5,717 | 585 | 6,302 | 40.0 | 9,547.45 | 3,730 | 2,174 | 5,904 | 585 | 199 | 784 | 6,688 | |
| Camaringes | 136 | 9 | 145 | 5,646 | 749 | 6,395 | 41.0 | 6,000.00 | 2,186 | --- | 2,186 | 187 | --- | 187 | 2,373 | |
| Capiz | 121 | 6 | 127 | 1,880 | 236 | 2,116 | 32.0 | 2,258.00 | 1,771 | --- | 1,771 | 370 | --- | 370 | 2,141 | |
| Cavite | 56 | 4 | 60 | 1,150 | 110 | 1,260 | 48.0 | 2,850.00 | 1,093 | --- | 1,093 | 134 | --- | 134 | 1,227 | |
| Cebu | 204 | 17 | 221 | 8,167 | 1,211 | 9,378 | 89.0 | 5,017.00 | 6,625 | 1,382 | 8,007 | 991 | 144 | 1,135 | 9,142 | |
| Ilocos Norte | 114 | 14 | 128 | 1,132 | 384 | 1,466 | 21.0 | 3,367.19 | 2,253 | 47 | 2,300 | 530 | --- | 530 | 2,830 | |
| Ilocos Sur | 138 | 12 | 150 | 3,088 | 366 | 3,454 | 50.6 | 7,679.85 | 3,070 | 415 | 3,486 | 610 | 30 | 640 | 4,125 | |
| Iloilo | 112 | 19 | 131 | 2,317 | 1,203 | 3,520 | 40.3 | 3,506.51 | 2,142 | 37 | 2,179 | 1,309 | 26 | 1,335 | 3,514 | |
| Isabela | 65 | 3 | 68 | 845 | 208 | 1,113 | 12.0 | 2,789.90 | 1,113 | --- | 1,113 | 292 | --- | 292 | 1,405 | |
| Laguna | 53 | 16 | 69 | 1,825 | 276 | 2,113 | 10.0 | 4,781.31 | 1,441 | --- | 1,441 | 274 | --- | 274 | 1,385 | |
| Leyte | 188 | 20 | 208 | 3,622 | 577 | 4,499 | 102.9 | 3,431.16 | 3,431 | 187 | 3,618 | 746 | 38 | 784 | 4,402 | |
| Mindoro | 47 | 6 | 53 | 1,136 | 162 | 1,298 | 19.5 | 1,542.16 | 1,212 | 26 | 1,238 | 92 | --- | 92 | 1,330 | |
| Misamis | 82 | 4 | 86 | 1,612 | 73 | 1,685 | 38.0 | 4,548.50 | 2,382 | --- | 2,382 | 202 | --- | 202 | 2,609 | |
| Mountain | 108 | 5 | 113 | 1,617 | 54 | 1,671 | 44.1 | 2,993.00 | 3,240 | 72 | 3,312 | 172 | --- | 172 | 3,484 | |
| Nueva Ecija | 80 | 7 | 87 | 1,435 | 227 | 1,662 | 27.0 | 2,980.03 | 1,451 | 69 | 1,520 | 292 | --- | 292 | 1,812 | |
| Nueva Vizcaya | 23 | 2 | 25 | 1,498 | 115 | 1,613 | 27.0 | 2,365.00 | 1,552 | 47 | 1,599 | 55 | --- | 55 | 1,654 | |
| Occidental Negros | 74 | 8 | 82 | 1,906 | 291 | 2,197 | 29.0 | 7,669.30 | 1,863 | 104 | 1,967 | 328 | 53 | 381 | 2,348 | |

| | | | | | | | | | | | | | |
|--------------------|-----|-------|--------|--------|---------|---------|------------|--------|-------|--------|--------|-----|--------|
| 112 | 7 | 119 | 1,576 | 259 | 1,885 | 36.5 | 1,019.76 | 1,889 | 17 | 1,908 | 275 | 279 | 2,184 |
| 38 | 4 | 142 | 1,000 | 150 | 1,150 | 10.0 | 1,800.00 | 1,200 | 50 | 1,250 | 250 | 250 | 1,500 |
| 98 | 9 | 105 | 2,586 | 577 | 3,413 | 24.0 | 6,900.00 | 2,636 | 102 | 2,637 | 601 | 601 | 3,238 |
| 157 | 26 | 182 | 4,112 | 930 | 4,962 | 38.0 | 13,453.14 | 2,913 | 553 | 3,466 | 675 | 707 | 4,173 |
| 59 | 7 | 66 | 1,277 | 240 | 1,517 | 23.0 | 2,953.51 | 1,232 | 50 | 1,262 | 421 | 421 | 1,753 |
| 40 | 2 | 42 | 1,424 | 159 | 1,583 | 24.0 | 987.55 | 772 | 46 | 818 | 140 | 219 | 1,057 |
| 173 | 9 | 132 | 2,987 | 484 | 3,471 | 30.0 | 10,480.00 | 2,939 | 182 | 3,121 | 300 | 372 | 3,498 |
| 96 | 5 | 100 | 1,200 | 92 | 1,292 | 19.0 | 4,380.80 | 1,900 | 80 | 1,980 | 138 | 138 | 1,516 |
| 37 | 4 | 41 | 470 | 102 | 572 | 7.0 | 1,840.00 | 470 | 77 | 470 | 102 | 102 | 572 |
| 99 | 7 | 106 | 2,926 | 303 | 3,229 | 17.2 | 16,194.56 | 2,992 | 77 | 3,069 | 358 | 381 | 3,460 |
| 104 | 15 | 119 | 6,087 | 929 | 6,966 | 60.0 | 4,112.91 | 4,338 | 1,891 | 5,724 | 897 | 988 | 6,712 |
| 57 | 12 | 69 | 1,997 | 425 | 2,422 | 27.5 | 4,738.14 | 1,905 | 40 | 1,945 | 418 | 415 | 2,860 |
| 60 | 4 | 64 | 2,354 | 440 | 2,794 | 23.0 | 4,897.47 | 2,474 | 42 | 2,516 | 145 | 169 | 2,665 |
| 1 | 1 | 2 | 18 | 12 | 30 | 1.0 | 300.00 | 86 | --- | 86 | 57 | 57 | 143 |
| 3,491 | 334 | 3,825 | 86,606 | 13,745 | 100,352 | 1,324.2 | 188,232.43 | 78,353 | 8,138 | 86,521 | 14,196 | 899 | 15,094 |
| Total | | | | | | | | | | | | | |
| Mindanao and Sulu: | | | | | | | | | | | | | |
| 34 | 3 | 37 | 711 | 58 | 769 | 58.5 | 8,475.97 | 753 | 313 | 1,065 | 80 | 90 | 1,155 |
| 35 | 1 | 36 | --- | --- | --- | 100.0 | 14,766.07 | 1,732 | 463 | 2,195 | 33 | 33 | 2,223 |
| 24 | 1 | 25 | 200 | --- | 200 | 37.0 | 3,543.68 | 1,086 | --- | 1,086 | 34 | 34 | 1,120 |
| 23 | 1 | 29 | 1,329 | 8 | 1,337 | 15.0 | 5,517.00 | 981 | 575 | 1,557 | 9 | 9 | 1,536 |
| 22 | 1 | 23 | 306 | 69 | 375 | 7.4 | 1,556.34 | 369 | 68 | 437 | 46 | 69 | 1,506 |
| 23 | 1 | 23 | 108 | --- | 108 | 16.0 | 694.42 | 575 | --- | 575 | 13 | 13 | 598 |
| 33 | 1 | 34 | 534 | 105 | 639 | 4.0 | 921.19 | 700 | --- | 700 | 105 | 105 | 905 |
| 3,689 | 343 | 4,032 | 88,794 | 13,966 | 103,760 | 1,552.1 | 221,708.10 | 84,578 | 9,358 | 93,936 | 14,530 | 982 | 15,452 |
| Grand total | | | | | | | | | | | | | |

To meet the demand for increased food production, 72 more schools cultivated school gardens and 49,125 more pupils cultivated home gardens during 1917-18 than during 1916-17. The total area of gardens cultivated by pupils was 927.7 hectares greater during 1917-18 than during 1916-17.

No. 17.—*Garden Days*

A table showing, by divisions and for the Islands, the number of garden days for the school year, 1917-18.

| Division | Number of Garden Days Held | Number of Pupils Exhibiting Products | Number of Farmers Exhibiting Products | Number of Garden Days at Which Other Bureaus, Organizations, or Firms Were Represented with Booths | | | | |
|--------------------------|----------------------------|--------------------------------------|---------------------------------------|--|--------------------|------------------|------------------------|--------|
| | | | | Bureau of Agriculture | Bureau of Forestry | Bureau of Health | Bureau of Constabulary | Others |
| Manila | 2 | 610 | | | 2 | 2 | | 2 |
| Albay | 22 | 7,206 | 1,537 | | | | | |
| Antique | 12 | 1,708 | 296 | | | | | 2 |
| Bataan | 11 | 1,102 | 833 | 2 | 2 | 2 | | 1 |
| Batanes | 3 | 51 | 10 | | | | | |
| Batangas | 48 | 3,866 | 553 | 4 | | 1 | | 1 |
| Bohol | 161 | 9,967 | 7,866 | 2 | | 10 | | 12 |
| Bulacan | 2 | 6,815 | 686 | 2 | | 2 | | |
| Cagayan | 24 | 3,098 | 909 | 4 | | 14 | | 7 |
| Camarines | 58 | 3,289 | 1,106 | 14 | 1 | 1 | | 58 |
| Capiz | 39 | 4,107 | 757 | | | | | |
| Cavite | 21 | 3,196 | 438 | | | 1 | | |
| Cebu | 67 | 9,963 | 1,863 | 4 | 2 | 8 | | 15 |
| C. L. A. S. ¹ | 1 | 50 | 41 | 1 | 1 | 1 | | 6 |
| Ilocos Norte | 22 | 1,578 | 529 | 1 | | 1 | | 1 |
| Ilocos Sur | 45 | 5,813 | 4,102 | 6 | | 6 | | |
| Iloilo | 17 | 1,958 | 285 | | | | | |
| Isabela | 16 | 1,406 | 235 | 4 | 2 | 2 | 2 | 31 |
| Laguna | 30 | 4,053 | 577 | 2 | | | | 1 |
| Leyte | 37 | 6,896 | 996 | | | 1 | | 4 |
| Mindoro | 14 | 1,159 | 320 | | | | | |
| Misamis | 15 | 1,648 | 467 | | | 1 | | |
| Mountain | 24 | 1,113 | 494 | 8 | | 2 | | 4 |
| Nueva Ecija | 24 | 1,842 | 245 | 1 | | 1 | 1 | |
| Nueva Vizcaya | 8 | 983 | 1,300 | 1 | | 1 | | |
| Occidental Negros | 20 | 3,510 | 506 | | | 5 | | 1 |
| Oriental Negros | 24 | 2,220 | 207 | | | | | 3 |
| Palawan | 36 | 650 | 150 | | | | | |
| Pampanga | 26 | 7,383 | 380 | 4 | | 2 | | 5 |
| Pangasinan | 61 | 8,085 | 1,365 | 8 | | 8 | | 9 |
| Rizal | 85 | 5,957 | 707 | 5 | 5 | 4 | | 1 |
| Romblon | 33 | 1,488 | 384 | | | | | |
| Samar | 73 | 2,071 | 1,280 | 2 | 2 | 2 | | |
| Sorsogon | 27 | 3,997 | 1,067 | | | 1 | | |
| Surigao | 3 | 72 | | | | | | |
| Tarlac | 22 | 2,694 | 648 | 1 | | 4 | | 2 |
| Tayabas | 72 | 8,502 | 3,891 | 3 | 1 | 9 | | 6 |
| Union | 18 | 6,162 | 1,496 | | | 3 | | 7 |
| Zambales | 15 | 1,718 | 495 | 1 | | 1 | | 18 |
| Normal School | 1 | 150 | | | | | | |
| Total | 1,229 | 138,119 | 38,520 | 80 | 18 | 98 | 3 | 197 |
| Mindanao and Sulu: | | | | | | | | |
| Agusan | 6 | 853 | 155 | | | | | |
| Bukidnon | 12 | 2,000 | 100 | | | | | |
| Cotabato | 2 | 147 | | | | | | |
| Davao | 18 | 1,237 | 106 | | | | | |
| Lanao | 5 | 258 | | | | | | |
| Sulu | 2 | 107 | 10 | | | 1 | | |
| Zamboanga | 1 | 348 | 200 | | 1 | 1 | | 2 |
| Grand total | 1,275 | 143,069 | 39,090 | 80 | 19 | 100 | 3 | 199 |

¹ Central Luzon Agricultural School.

While there were fewer garden-day celebrations during 1917-18, the number of pupils and the number of farmers who exhibited products at these celebrations increased by 49,472 and by 14,159, respectively. The coöperation of other bureaus of the Government, of private firms, and of associations was greater than ever before.

No. 18.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1917-18.

| Division | Number of Schools with Nurseries | | | | Nurseries | | | | | | |
|--------------------|----------------------------------|--------------|-----------|-------|--|--|--|--|--|--|---|
| | Primary | Intermediate | Secondary | Total | Number of Fruit Trees Distributed to People of Community | Number of Other Trees Distributed to People of Community | Number of Ornamental Plants Distributed to People of Community | Number of Fruit Trees Planted by Pupils at Their Homes | Number of Other Trees Planted by Pupils at Their Homes | Number of Ornamental Plants Set out by Pupils at Their Homes | Number of All Kinds of Trees in Nursery at End of School Year |
| Manila | 11 | 4 | 1 | 16 | 3,178 | 923 | 1,256 | 4,444 | 2,309 | 2,133 | 988 |
| Albay | 19 | 3 | | 22 | 519 | 318 | 134 | 3,426 | 971 | 633 | 801 |
| Antique | 16 | 2 | | 18 | 2,473 | 145 | 2,454 | 28,039 | 2,680 | 2,364 | 473 |
| Bataan | | | | | | | | 63 | 160 | 191 | |
| Batanes | | | | | | | | | | | |
| Batangas | 82 | 10 | | 92 | 11,185 | 3,506 | 3,225 | 25,434 | 8,994 | 2,140 | 35,059 |
| Bohol | 48 | 10 | | 58 | 1,158 | 550 | 212 | 4,544 | 4,728 | 714 | 524 |
| Bulacan | 23 | 16 | | 39 | 3,170 | 3,881 | | 10,008 | 3,819 | 2,000 | 25 |
| Cagayan | 80 | 10 | | 90 | 2,990 | 1,867 | 965 | 3,878 | 1,750 | 791 | 3,142 |
| Camarines | 4 | 9 | 1 | 14 | 808 | 76 | 47 | 3,422 | 488 | 846 | 169 |
| Capiz | 42 | 6 | | 48 | 1,022 | 371 | 495 | 2,667 | 1,433 | 2,177 | 638 |
| Cavite | 5 | 9 | | 14 | 420 | 73 | 296 | 4,431 | 1,674 | 2,305 | 555 |
| Cebu | 121 | 11 | | 132 | 4,620 | 2,470 | 2,985 | 15,286 | 5,445 | 5,325 | 5,918 |
| C. L. A. S. I. | | | 1 | 1 | 4,859 | 1,030 | 350 | 70 | 5,495 | 2,103 | 2,346 |
| Ilocos Norte | 49 | 6 | | 55 | 3,089 | 2,640 | 2,740 | 2,443 | 2,828 | 1,729 | 1,676 |
| Ilocos Sur | 41 | 10 | | 51 | 1,940 | 3,380 | 5,797 | 6,345 | 2,081 | 3,378 | 1,940 |
| Iloilo | 37 | 14 | | 51 | 2,015 | 2,137 | 1,538 | 4,992 | 3,506 | 3,743 | 1,943 |
| Isabela | 8 | 3 | | 11 | 1,300 | 56 | | 1,073 | 684 | 40 | 790 |
| Laguna | 7 | 6 | 1 | 14 | 2,055 | 150 | 642 | 4,970 | 789 | 1,437 | 345 |
| Leyte | 24 | 12 | | 36 | 2,436 | 196 | 2,978 | 10,042 | 1,429 | 4,385 | 1,334 |
| Mindoro | 34 | 3 | | 37 | 2,340 | 589 | 121 | 16,579 | 718 | 917 | 558 |
| Misamis | 6 | 4 | | 10 | 50 | 50 | 40 | 1,064 | 457 | 192 | 482 |
| Mountain | 23 | 1 | | 24 | 2,945 | 515 | | 3,166 | 460 | 175 | 6,336 |
| Nueva Ecija | 7 | 2 | | 9 | 210 | 200 | 305 | 3,798 | 1,483 | 1,240 | 1,360 |
| Nueva Vizcaya | 3 | 2 | | 5 | 895 | 1,720 | 1,940 | 988 | 674 | 2,140 | 3,600 |
| Occidental Negros | 11 | 3 | | 14 | 759 | 55 | 2,312 | 7,009 | 3,269 | 5,379 | 525 |
| Oriental Negros | 24 | 4 | | 28 | 452 | 285 | 314 | 1,912 | 1,014 | 878 | 627 |
| Palawan | 3 | 1 | | 4 | 50 | 150 | 150 | 500 | 1,000 | 1,000 | 250 |
| Pampanga | 5 | 3 | | 8 | 150 | 85 | 208 | 8,638 | 3,631 | 1,301 | 468 |
| Pangasinan | 37 | 18 | | 55 | 2,180 | 651 | 399 | 25,670 | 2,750 | 8,906 | 4,341 |
| Rizal | 5 | 4 | | 9 | 340 | 145 | 11 | 1,750 | 778 | 1,278 | 292 |
| Romblon | 2 | 2 | | 4 | 25 | 25 | 30 | 1,707 | 557 | 961 | 1,974 |
| Samar | 6 | 4 | | 10 | 4,100 | 960 | | 3,572 | 980 | 515 | 871 |
| Sorsogon | 13 | 3 | | 16 | 1,051 | 319 | 393 | 2,145 | 777 | 345 | 300 |
| Surigao | | | | | | | | 17 | | | |
| Tarlac | 31 | 6 | | 37 | 1,987 | 636 | 399 | 3,202 | 811 | 732 | 1,441 |
| Tayabas | 27 | 12 | | 39 | 1,688 | 189 | 267 | 116,465 | 33,304 | 2,023 | 2,535 |
| Union | 48 | 12 | | 60 | 3,944 | 2,107 | 90 | 12,434 | 3,630 | 497 | 6,394 |
| Zambales | 32 | 2 | | 34 | 758 | 231 | 338 | 3,021 | 1,150 | 991 | 5,186 |
| Normal School | 1 | 1 | 1 | 3 | 47 | 23 | 300 | 16 | 2 | 50 | 253 |
| Total | 933 | 228 | 5 | 1,166 | 73,158 | 32,704 | 33,751 | 349,228 | 108,706 | 67,964 | 96,259 |
| Mindanao and Sulu; | | | | | | | | | | | |
| Agusan | 7 | | | 7 | 95 | 5 | 415 | 385 | 45 | 551 | 610 |
| Bukidnon | 1 | | | 1 | | | | 320 | 60 | | 80 |
| Cotabato | 6 | 1 | | 7 | 1,264 | | 2,415 | 1,150 | | 5,000 | 700 |
| Davao | 10 | 1 | | 11 | 673 | 56 | 2,501 | 728 | 22 | 696 | 4,149 |
| Lanao | 8 | | | 8 | 3,090 | 28 | 786 | 1,508 | 28 | 2,346 | 1,770 |
| Sulu | | | | | 5,139 | 3,011 | 834 | 864 | 150 | | 37,620 |
| Zamboanga | | 1 | | 1 | 105 | | | | | | 2,860 |
| Grand total | 964 | 232 | 5 | 1,201 | 83,524 | 35,804 | 40,702 | 354,183 | 109,011 | 76,547 | 144,048 |

¹ Central Luzon Agricultural School.

During 1917-18 there were 87 more school nurseries in operation than during 1916-17. Fewer fruit trees were distributed during 1917-18, but the total number of other trees distributed was greater. Pupils planted many more trees at home during 1917-18 than during 1916-17.

No. 19.—Industrial Production, 1918

| Division | Embroidery | | Lace | | Basketry | | Trade Schools or Provincial Shops | |
|-------------------|------------------|--------------|------------------|--------------|------------------|--------------|-----------------------------------|------------------------|
| | Number of Pupils | | Number of Pupils | | Number of Pupils | | Value of Output | Yearly Enrollment 1918 |
| | Primary | Intermediate | Primary | Intermediate | Primary | Intermediate | | |
| Manila | 2,734 | 1,918 | 390 | | 1,864 | 1,301 | P2,125.17 | |
| Albay | 424 | 270 | 461 | 187 | 1,206 | 100 | 2,037.10 | 137 |
| Antique | 871 | 259 | | | 1,648 | 248 | 1,071.24 | 96 |
| Bataan | 338 | 85 | | | 250 | 128 | 856.64 | |
| Batanes | | | 90 | 32 | 89 | 62 | 200.61 | |
| Batangas | 567 | 224 | 776 | 343 | 488 | 206 | 3,072.14 | 70 |
| Bohol | 1,051 | 1,298 | 419 | 113 | 743 | 715 | 2,175.79 | 162 |
| Bulacan | 1,028 | 531 | | | 1,915 | 262 | 1,574.94 | 76 |
| Cagayan | 800 | 353 | | | 40 | 50 | 183.62 | 77 |
| Camarines | 941 | 304 | 180 | 63 | 279 | 113 | 1,640.00 | 96 |
| Capiz | 1,544 | 598 | | | | | | |
| Cavite | 1,166 | 303 | 8 | 30 | 2,363 | 311 | 2,265.42 | 129 |
| Cebu | 809 | 627 | 832 | 224 | 827 | 50 | 388.39 | |
| Ilocos Norte | 1,384 | 952 | 1,060 | 629 | 4,092 | 708 | 2,514.09 | 165 |
| Ilocos Sur | 1,417 | 995 | 192 | 37 | 1,947 | 490 | 1,783.86 | 107 |
| Iloilo | 2,694 | 1,087 | | | 1,663 | 497 | 4,714.60 | 127 |
| Isabela | | | 249 | 115 | 3,375 | 863 | 2,610.96 | 191 |
| Laguna | 1,026 | 649 | | | 233 | | 50.80 | 78 |
| Leyte | 891 | 429 | 3,423 | 684 | 1,863 | 51 | 781.25 | 116 |
| Mindoro | 113 | 75 | 135 | 59 | 4,211 | 100 | 1,582.80 | 152 |
| Misamis | 694 | 177 | | | 106 | | 346.90 | |
| Mountain | 1 | 1 | 199 | 12 | 343 | 91 | 684.17 | |
| Normal School | 67 | 107 | 384 | 26 | 215 | 24 | 575.42 | |
| Nueva Ecija | 644 | 293 | 75.28 | 28 | 53 | | 18.50 | |
| Nueva Vizcaya | | 39 | 199.60 | 47 | 1,095 | 107 | 1,098.00 | 69 |
| Occidental Negros | | | 168 | 107 | 55 | | 75.36 | 71 |
| Oriental Negros | 1,894 | 574 | 276 | 181 | 2,919 | 168 | 2,101.19 | 98 |
| Palawan | 369 | 352 | 313 | 105 | 46 | | 99.25 | 63 |
| Pampanga | 53 | 3 | 68 | 53 | 370 | 40 | 583.96 | 73 |
| Pangasinan | 249 | 137 | 484 | 265 | 1,391.60 | 79 | 1,043.61 | 101 |
| Rizal | 595 | 915 | 2,147 | 226 | 2,698.78 | 380 | 4,517.28 | 165 |
| Romblon | 1,069 | 361 | | | 208.20 | 176 | 1,250.14 | |
| | 1,133 | 178 | | 108 | 210 | 69 | 117.08 | |

| | | | | | | | | | | | |
|-------------------|--------|--------|-----------|--------|-------|-----------|--------|-------|-----------|-------|------------|
| Samar..... | 60 | 200 | 1,088.80 | 586 | 113 | 3,471.04 | 500 | 100 | 1,744.41 | 96 | 6,488.17 |
| Sorsogon..... | 216 | 111 | 713.11 | 679 | 112 | 1,021.97 | 502 | 132 | 3,694.10 | 116 | 3,460.65 |
| Surigao..... | 389 | 101 | 308.04 | | | 31.60 | 791 | 28 | 279.86 | 84 | 1,022.11 |
| Tarlac..... | 594 | 220 | 1,613.36 | 98 | 16 | 292.36 | 477 | 154 | 1,732.24 | 84 | 538.00 |
| Tayabas..... | 275 | 265 | 55.60 | 586 | 111 | 427.41 | 3,408 | 108 | 1,867.15 | 78 | 2,293.65 |
| Union..... | 844 | 671 | 1,468.35 | | 164 | 570.69 | 585 | | 2,123.14 | 107 | 6,842.90 |
| Zambales..... | 218 | 140 | 628.87 | 213 | 246 | 711.90 | 729 | 141 | 1,132.62 | 84 | 1,532.42 |
| Trade School..... | | | | | | | | | | 755 | 34,157.75 |
| Agusan..... | 44 | 46 | 287.20 | | | | 260 | | 414.42 | | |
| Bukidnon..... | | | | | | | | | | | |
| Cotabato..... | 6 | | 20.72 | | | | | | | | |
| Davao..... | 3 | 2 | 90.00 | 4 | 3 | | 80 | | 200.00 | | |
| Lanao..... | 20 | 6 | 2.07 | 22 | 24 | 27.55 | 24 | | 10.40 | | |
| Sulu..... | | | | | | | | | | | |
| Zamboanga..... | 81 | 6 | 42.67 | 81 | 51 | 128.08 | 55 | | 78.81 | 118 | 18,307.89 |
| Total..... | 28,886 | 14,531 | 50,122.66 | 14,817 | 4,414 | 28,843.20 | 46,550 | 8,067 | 57,402.51 | 3,889 | 197,613.10 |

NOTE.—In provinces where the trade course is not given no figures are given for provincial shops.

No. 20.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year, 1917-18.

| Division | Form of Donation | | | | Amount Devoted to— | | | | | | | | |
|-----------------|------------------|-----------|----------|----------|--------------------|-----------|------------|-----------------------|-----------|-----------|---------------|-----------------|------------|
| | Money | Materials | Labor | Land | Miscellaneous | Total | Salaries | Buildings and Grounds | Libraries | Athletics | Miscellaneous | Balance on Hand | Total |
| Pangasinan | 455,082.26 | 22,190.40 | 1,798.09 | 1,136.40 | 959.26 | 61,116.41 | 228,027.54 | 6,715.78 | 9,948.54 | 9,086.86 | 23,634.07 | 9,753.82 | 661,116.41 |
| Cebu | 44,955.27 | 2,722.22 | 1,254.80 | 702.23 | 240.00 | 49,874.52 | 14,043.57 | 9,709.78 | 1,362.92 | 2,836.39 | 3,487.69 | 18,434.18 | 49,874.52 |
| Iloilo Sur | 40,555.75 | 1,447.84 | 2,112.40 | 757.36 | 21.50 | 44,894.35 | 9,713.86 | 6,369.14 | 3,046.25 | 5,069.66 | 8,107.76 | 12,588.18 | 44,894.35 |
| Tayabas | 40,355.96 | 2,514.00 | 420.00 | | 918.02 | 44,207.98 | 22,857.40 | 3,614.47 | 1,679.24 | 3,017.62 | 4,880.74 | 8,658.51 | 44,207.98 |
| Bohol | 23,418.49 | 6,070.00 | 5,510.50 | 684.00 | 1,142.56 | 36,725.55 | 14,868.24 | 15,822.04 | 1,814.29 | 1,413.23 | 1,827.42 | 1,280.28 | 36,725.55 |
| Bulacan | 26,184.21 | 2,879.00 | 2,709.69 | 1,426.00 | 466.90 | 33,655.80 | 4,956.00 | 15,004.10 | 2,221.86 | 4,066.72 | 5,828.61 | 1,558.51 | 33,655.80 |
| Iloilo Norte | 20,310.04 | 9,473.27 | 1,965.00 | 530.00 | 313.67 | 32,491.98 | 11,216.46 | 12,846.74 | 553.86 | 1,074.57 | 4,009.84 | 2,790.51 | 32,491.98 |
| Laguna | 26,334.54 | 1,666.46 | 642.00 | 1,663.80 | 161.45 | 30,468.25 | 7,016.92 | 2,667.63 | 1,618.16 | 1,439.30 | 3,549.20 | 11,477.04 | 30,468.25 |
| Union | 26,199.78 | 2,066.85 | 987.10 | 155.00 | 56.00 | 29,414.73 | 12,330.92 | 6,801.42 | 721.76 | 1,342.84 | 3,538.52 | 4,679.27 | 29,414.73 |
| Leyte | 9,785.30 | 8,446.83 | 5,814.75 | 290.00 | 523.75 | 24,860.63 | 1,076.00 | 16,157.80 | 1,068.09 | 2,126.50 | 2,680.29 | 1,741.96 | 24,860.63 |
| Capiz | 14,429.18 | 3,459.20 | 2,607.20 | 1,128.00 | 1,635.51 | 23,259.09 | 3,862.30 | 9,774.12 | 1,443.89 | 2,659.97 | 3,399.53 | 2,129.28 | 23,259.09 |
| Pampanga | 14,861.63 | 784.50 | 898.77 | 150.00 | 2,196.88 | 18,896.78 | 3,396.00 | 4,779.05 | 1,972.33 | 3,357.59 | 6,487.52 | 1,904.29 | 18,896.78 |
| Tarlac | 15,168.22 | 662.60 | 491.50 | 50.00 | 25.00 | 16,387.82 | 6,740.74 | 2,073.63 | 820.53 | 1,813.42 | 2,631.33 | 2,907.67 | 16,387.82 |
| Cagayan | 6,259.14 | 3,621.44 | 3,744.40 | 845.10 | 1,687.06 | 16,157.14 | | 8,317.36 | 1,343.45 | 1,831.35 | 3,897.17 | 1,267.81 | 16,157.14 |
| Iloilo | 8,446.26 | 2,879.50 | 1,621.50 | 1,350.00 | 369.80 | 14,667.06 | 450.00 | 6,748.50 | 1,902.25 | 2,968.64 | 1,194.28 | 1,373.39 | 14,667.06 |
| Mountain | 1,154.20 | 3,811.00 | 7,339.00 | 1,710.00 | 328.00 | 14,342.20 | 52.00 | 12,780.00 | 446.52 | 608.68 | 247.00 | 208.00 | 14,342.20 |
| Nueva Ecija | 10,238.52 | 975.00 | 340.00 | 755.00 | 11.70 | 12,320.22 | | 5,673.00 | 926.80 | 3,861.50 | 1,499.61 | 359.31 | 12,320.22 |
| Sorsogon | 9,175.90 | 797.00 | 333.00 | | 60.00 | 10,355.90 | 3,987.75 | 1,290.00 | 724.45 | 1,344.95 | 1,778.75 | 1,580.00 | 10,355.90 |
| Isabela | 5,472.33 | 1,089.98 | 1,800.00 | | 415.00 | 8,906.69 | | 4,353.76 | 622.52 | 1,635.07 | 971.29 | 1,324.06 | 8,906.69 |
| Oriental Negros | 6,755.84 | 741.85 | 783.70 | 240.00 | 61.91 | 8,563.30 | 1,498.57 | 1,773.75 | 915.62 | 1,986.30 | 1,041.21 | 1,417.85 | 8,563.30 |
| Mindoro | 4,484.11 | 1,600.00 | 1,800.00 | 320.00 | 110.00 | 8,314.11 | 2,820.07 | 4,302.50 | 82.97 | 153.16 | 831.41 | 124.00 | 8,314.11 |
| Albay | 5,557.69 | 854.15 | 721.00 | 100.00 | 365.00 | 7,597.84 | 775.00 | 2,075.15 | 1,253.72 | 1,296.33 | 728.77 | 1,466.87 | 7,597.84 |
| Romblon | 6,161.78 | 200.00 | 850.00 | 100.00 | 120.00 | 7,431.78 | 1,472.07 | 2,078.29 | 90.00 | 1,279.57 | 411.34 | 2,100.51 | 7,431.78 |
| Cavite | 5,292.10 | 665.50 | 503.00 | 300.00 | 619.29 | 7,369.39 | 133.00 | 2,406.16 | 636.56 | 1,622.86 | 2,418.48 | 1,153.83 | 7,369.39 |
| Aguasan | 3,372.92 | 1,606.00 | 1,320.00 | 610.00 | | 6,907.92 | 300.00 | 5,355.00 | 80.00 | 122.10 | | 1,060.82 | 6,907.92 |
| Batangas | 3,634.66 | 732.00 | 335.00 | | 396.00 | 5,096.06 | 595.00 | 1,640.37 | 646.09 | 1,284.98 | 555.81 | 373.96 | 5,096.06 |
| Zambales | 4,850.00 | 100.00 | 40.00 | | 37.50 | 5,027.50 | 1,330.25 | 3,664.47 | 638.87 | 822.76 | 788.93 | 996.26 | 5,027.50 |
| Camrines | 1,773.19 | 1,452.41 | 1,173.29 | 200.00 | 137.10 | 4,735.99 | 312.00 | 3,549.60 | 160.96 | 282.89 | 206.66 | 203.89 | 4,735.99 |
| Davao | 600.80 | 1,100.00 | 1,610.00 | 850.00 | 82.00 | 4,242.80 | | 3,370.00 | | 260.00 | 580.80 | 32.00 | 4,242.80 |
| Rizal | 3,565.04 | 422.50 | 170.00 | | | 4,157.54 | 1,867.16 | 420.00 | 801.40 | 787.35 | 207.29 | 74.84 | 4,157.54 |

| | | | | | | | | | | | | | |
|------------------------|------------|-----------|-----------|-----------|-----------|------------|------------|------------|-----------|-----------|-----------|-----------|------------|
| Antique..... | 2,083.53 | 1,018.80 | 542.20 | 340.00 | 6.40 | 3,680.43 | 740.00 | 1,590.25 | 541.80 | 558.02 | 211.85 | 189.01 | 3,630.43 |
| Misamis..... | 1,276.43 | 1,088.60 | 710.00 | ..... | ..... | 3,365.03 | ..... | 2,060.00 | 200.00 | 800.36 | 38.50 | 278.07 | 3,365.03 |
| Occidental Negros..... | 1,968.82 | 728.82 | 891.00 | ..... | 116.00 | 3,220.34 | 312.50 | 1,042.50 | 392.82 | 860.08 | 420.38 | 192.41 | 3,220.34 |
| Samar..... | 1,823.00 | 182.00 | 1,200.00 | ..... | ..... | 3,206.00 | ..... | 1,982.00 | 1,080.00 | 140.00 | ..... | ..... | 3,206.00 |
| Surigao..... | 1,523.61 | 456.00 | 647.00 | ..... | ..... | 2,630.61 | ..... | 1,010.00 | 36.84 | 499.20 | 365.42 | 729.15 | 2,630.61 |
| Palawan..... | 1,690.10 | 200.00 | 250.00 | ..... | ..... | 2,070.10 | ..... | 558.37 | 163.87 | 278.73 | 253.60 | 817.53 | 2,070.10 |
| Manila..... | 1,900.16 | 1,900.16 | ..... | ..... | ..... | 1,900.16 | ..... | ..... | 547.01 | 453.09 | 990.06 | ..... | 1,990.16 |
| Nueva Vizcaya..... | 1,428.84 | 150.00 | 150.00 | ..... | 225.25 | 1,854.09 | ..... | ..... | 526.73 | 571.75 | 476.07 | 379.54 | 1,964.09 |
| Zamboanga..... | 662.18 | 766.00 | 735.00 | ..... | ..... | 1,500.00 | ..... | 1,500.00 | ..... | ..... | ..... | ..... | 1,500.00 |
| Sulu..... | ..... | ..... | 100.00 | 100.00 | ..... | 762.18 | ..... | 100.00 | 194.80 | ..... | 162.72 | 304.66 | 1,762.18 |
| Bataan..... | 562.00 | 15.00 | 10.00 | ..... | ..... | 587.00 | 362.00 | ..... | 40.00 | 80.00 | 82.00 | 28.00 | 587.00 |
| Lanao..... | ..... | 17.50 | ..... | ..... | ..... | 17.50 | ..... | 17.50 | ..... | ..... | ..... | ..... | 17.50 |
| Total..... | 459,306.68 | 71,607.80 | 56,305.89 | 16,392.89 | 13,787.51 | 617,399.77 | 154,063.32 | 188,706.32 | 37,321.86 | 68,174.34 | 72,821.48 | 96,320.45 | 617,359.77 |

The voluntary contributions for 1917-18 amounted to ₱138,597.16 more than the voluntary contributions for 1916-17. The money given for school purposes during 1917-18 was more than one hundred thousand pesos in excess of the money given for school purposes during 1916-17.

During 1917-18 school libraries, which deserve a larger proportion of these funds, received more than ₱13,000 in excess of the amount they received during 1916-17.

No. 21.—*The Epidemic of Spanish Influenza (Trancazo)*

| Division | Number of Teachers | Number of Pupils | Number Attacked | | Number of Deaths | | Number of Schools | |
|--------------------------------|--------------------|------------------|-----------------|---------|------------------|--------|-------------------|------------|
| | | | Teachers | Pupils | Teachers | Pupils | Closed | Not Closed |
| Manila..... | 773 | 80,592 | 833 | 10,782 | 2 | 48 | 1 | 32 |
| Albay..... | 366 | 16,789 | 245 | 10,897 | 4 | 117 | 128 | 12 |
| Antique..... | 217 | 8,540 | 198 | 8,187 | 3 | 32 | 24 | 47 |
| Bataan..... | 84 | 3,207 | 62 | 2,571 | 1 | 27 | 10 | 10 |
| Batanes..... | 41 | 1,502 | 37 | 1,444 | | | 15 | |
| Batangas..... | 400 | 15,619 | 177 | 10,195 | | 52 | 103 | 45 |
| Bohol..... | 533 | 20,447 | 343 | 11,297 | | 64 | 87 | 180 |
| Bulacan..... | 387 | 19,060 | 233 | 13,260 | 6 | 80 | 46 | 91 |
| Cagayan..... | 305 | 13,962 | 162 | 7,962 | | 97 | 25 | 75 |
| Camarines..... | 305 | 11,422 | 164 | 7,306 | 3 | 43 | 64 | 81 |
| Capiz..... | 435 | 17,802 | 354 | 13,662 | 1 | 101 | 48 | 80 |
| Cavite..... | 315 | 12,542 | 171 | 9,208 | 3 | 59 | 6 | 68 |
| Cebu..... | 708 | 35,867 | 310 | 13,689 | | 60 | 4 | 250 |
| C. L. A. S. ¹ | 22 | 808 | 21 | 808 | | 7 | | 1 |
| Ilocos Norte..... | 433 | 18,556 | 394 | 15,260 | 2 | 46 | 143 | 3 |
| Ilocos Sur..... | 457 | 21,556 | 289 | 12,708 | 3 | 29 | 18 | 163 |
| Negros..... | 758 | 29,687 | 472 | 21,019 | 5 | 277 | 239 | |
| Isabela..... | 203 | 9,823 | 126 | 3,639 | | 38 | 70 | 3 |
| Laguna..... | 387 | 16,982 | 208 | 8,102 | 1 | 80 | 5 | 66 |
| Leyte..... | 693 | 33,144 | 383 | 16,267 | 2 | 279 | 110 | 108 |
| Mindoro..... | 134 | 3,810 | 91 | 2,603 | 1 | 77 | 38 | 19 |
| Misamis..... | 230 | 9,454 | 127 | 4,882 | 1 | 52 | 2 | 89 |
| Mountain..... | 228 | 8,755 | 149 | 6,483 | | 56 | 97 | 9 |
| Nueva Ecija..... | 340 | 12,442 | 183 | 10,080 | 5 | 78 | 116 | 7 |
| Nueva Vizcaya..... | 85 | 2,319 | 84 | 2,248 | 3 | 49 | 27 | |
| Occidental Negros..... | 490 | 18,748 | 316 | 14,906 | 1 | 75 | 134 | 2 |
| Oriental Negros..... | 345 | 15,916 | 124 | 8,611 | 1 | 88 | 88 | 51 |
| Palawan..... | 85 | 3,320 | 42 | 2,269 | | 20 | 15 | 26 |
| Pampanga..... | 332 | 10,705 | 221 | 9,271 | 3 | 53 | 37 | 61 |
| Pangasinan..... | 789 | 33,362 | 273 | 23,230 | 2 | 182 | 23 | 212 |
| Rizal..... | 234 | 10,382 | 96 | 4,838 | | 49 | 2 | 68 |
| Romblon..... | 147 | 5,393 | 99 | 3,226 | 1 | 9 | 19 | 10 |
| Samar..... | 376 | 25,080 | 112 | 11,025 | 2 | 430 | 16 | 168 |
| Sorsogon..... | 271 | 14,855 | 88 | 6,271 | | 62 | 11 | 99 |
| Surigao..... | 172 | 6,682 | 119 | 4,565 | 2 | 77 | 15 | 73 |
| Tarlac..... | 382 | 14,184 | 135 | 7,865 | 2 | 48 | 99 | 15 |
| Tayabas..... | 499 | 20,400 | 291 | 9,738 | 5 | 77 | 54 | 58 |
| Union..... | 352 | 13,428 | 231 | 10,799 | 2 | 42 | 72 | 3 |
| Zambales..... | 206 | 8,783 | 191 | 8,336 | 1 | 96 | 51 | 17 |
| Normal School..... | 53 | 1,316 | 24 | 511 | | 5 | | |
| Trade School..... | 32 | 755 | 31 | 755 | | 2 | | |
| Nautical School..... | 4 | 60 | | 4 | | | | |
| Total..... | 13,603 | 582,956 | 7,709 | 350,778 | 68 | 3,158 | 2,012 | 2,301 |
| Mindanao and Sulu: | | | | | | | | |
| Agusan..... | 99 | 4,519 | 76 | 3,640 | 2 | 90 | 42 | 5 |
| Bukidnon..... | 77 | 4,578 | 41 | 2,734 | | 44 | 29 | 24 |
| Cotabato..... | 79 | 2,593 | 53 | 1,861 | | 18 | 7 | 33 |
| Davao..... | 153 | 5,507 | 38 | 1,576 | | 102 | 13 | 50 |
| Lanao..... | 76 | 2,283 | 29 | 910 | | 37 | | |
| Sulu..... | 76 | 2,498 | 51 | 1,403 | 1 | | 2 | 30 |
| Zamboanga..... | 165 | 7,139 | 109 | 3,416 | 1 | 2 | 3 | 77 |
| Grand total..... | 14,327 | 612,073 | 8,106 | 366,319 | 72 | 3,451 | 2,108 | 2,520 |

¹ Central Luzon Agricultural School.

Spanish influenza swept over the Philippines twice during 1918, the first epidemic beginning in June and the second in October. The latter was much more severe and caused most of the deaths enumerated above.

No. 22.—*Teachers and Pupils Joining Military and Naval Forces of United States, Philippine Guard, or Enlisting for Red Cross or for Y. M. C. A. Work in Siberia January 1, 1918, to December 31, 1918*

| Division | Teachers | | | | | Pupils | | |
|--------------------------|--------------------------------|----------------------------|---------------------|---|--------------------------------|----------------------------|--------------------------------|----------------------------|
| | American | | | | Filipino | | | |
| | Number to United States Forces | Number to Philippine Guard | Number to Red Cross | Number to Young Men's Christian Association | Number to United States Forces | Number to Philippine Guard | Number to United States Forces | Number to Philippine Guard |
| Manila | 1 | | | | | 15 | 55 | 73 |
| Albay | | | | | 1 | 3 | | 65 |
| Antique | | | | | | | | 9 |
| Bataan | | | | | | | 1 | 6 |
| Batanes | | | | | | | | |
| Batangas | | 1 | | | | 3 | 26 | 47 |
| Bohol | | 1 | | | | 7 | | 57 |
| Bulacan | 1 | 3 | | | | 5 | 2 | 2 |
| Cagayan | 1 | 1 | | | | 13 | | 35 |
| Camarines | | | | | | 1 | 27 | 27 |
| Capiz | | 1 | | | 4 | 3 | 1 | 40 |
| Cavite | | | | | 2 | 3 | 3 | |
| Cebu | | | | | | 6 | 4 | 115 |
| C. L. A. S. ¹ | | | | | | | 3 | 41 |
| Ilocos Norte | 4 | | | | | 9 | 5 | 77 |
| Ilocos Sur | 2 | 4 | | | | 15 | 23 | 129 |
| Iloilo | 2 | | 1 | | 5 | 11 | 24 | 119 |
| Isabela | | | | | | 2 | | 7 |
| Laguna | | 2 | | | | 6 | 1 | 31 |
| Leyte | | | | | | 9 | 16 | 70 |
| Mindoro | | | | | | 2 | | 1 |
| Misamis | | | | | | 5 | | 37 |
| Mountain | 1 | | | | 1 | 2 | 1 | 88 |
| Nueva Ecija | | 1 | | | | | 2 | 5 |
| Nueva Vizcaya | | | | | | | 2 | 8 |
| Occidental Negros | | | | | | 10 | 5 | 24 |
| Oriental Negros | 1 | | | | | 3 | 6 | 24 |
| Palawan | | | | | | | | 17 |
| Pampanga | | | | | 1 | 40 | 11 | 55 |
| Pangasinan | | 4 | | | | 8 | 8 | 29 |
| Rizal | | 2 | | | | 1 | 1 | 7 |
| Romblon | | | | | | | 1 | 48 |
| Samar | | | | | | | 1 | 23 |
| Sorsogon | | | | | | 3 | | 59 |
| Surigao | 2 | | | | | 1 | | |
| Tarlac | | 1 | | | 1 | 4 | 1 | 34 |
| Tayabas | | 1 | | | | 4 | 1 | 12 |
| Union | | 1 | | | | 2 | 2 | 34 |
| Zambales | | 1 | | | | | 19 | 5 |
| Normal School | | | | | | | | 3 |
| Trade School | | 1 | | | | 6 | | 20 |
| General Office | | | 1 | 2 | | | | |
| Total | 15 | 25 | 2 | 2 | 15 | 208 | 251 | 1,478 |
| Mindanao and Sulu: | | | | | | | | |
| Agusan | | | | | | 3 | | 2 |
| Bukidnon | | | | | | | | |
| Cotabato | | | | | | | | |
| Davao | | | | | 1 | | 1 | |
| Lanao | | | | | 1 | | | 3 |
| Sulu | | | | | | | | |
| Zamboanga | | | | | 2 | 5 | | 16 |
| Grand total | 15 | 25 | 2 | 2 | 19 | 211 | 252 | 1,499 |

¹ Central Luzon Agricultural School.

No. 23.—Number and Amount of Subscriptions to Third and Fourth Liberty Loans by Schools, by Teachers, and by Pupils
January 1, 1918, to December 31, 1918

| Division | Third Loan | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | Schools | | Teachers | | Pupils | | Total |
| | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions | Amount of Subscriptions |
| Manila..... | | | 1 | P1,000.00 | | | P1,000.00 |
| Albay..... | | | 13 | 900.00 | 1 | P100.00 | 1,000.00 |
| Antique..... | | | 9 | 900.00 | | | 900.00 |
| Bataan..... | | | 1 | 100.00 | | | 100.00 |
| Batanes..... | | | | | | | |
| Batangas..... | | | | | | | |
| Bohol..... | | | 7 | 3,000.00 | | | 3,000.00 |
| Bulacan..... | | | 48 | 6,000.00 | | | 6,000.00 |
| Cagayan..... | | | 15 | 5,300.00 | | | 5,300.00 |
| Camarines..... | | | 8 | 8,400.00 | | | 8,400.00 |
| | | | 18 | 5,000.00 | 1 | 100.00 | 5,100.00 |
| Capiz..... | | | | | | | |
| Cavite..... | | | 15 | 3,175.00 | | | 3,175.00 |
| Cebu..... | | | 7 | 1,400.00 | | | 1,400.00 |
| Central Luzon Agricultural School..... | | | 19 | 4,300.00 | | | 4,300.00 |
| Ilocos Norte..... | 1 | P200.00 | 4 | 5,100.00 | 1 | 200.00 | 5,100.00 |
| | | | 5 | 2,900.00 | | | 2,900.00 |
| Ilocos Sur..... | | | 46 | 7,900.00 | | | 7,900.00 |
| Iloilo..... | 3 | 300.00 | 31 | 6,850.00 | 1 | 100.00 | 7,250.00 |
| Isabela..... | | | 6 | 2,800.00 | | | 2,800.00 |
| Laguna..... | | | 13 | 7,400.00 | 4 | 400.00 | 7,800.00 |
| Leyte..... | | | 12 | 3,800.00 | | | 3,800.00 |
| Mindoro..... | | | | | | | |
| Misamis..... | | | 6 | 1,900.00 | | | 1,900.00 |
| Mountain..... | | | 15 | 5,100.00 | | | 5,100.00 |
| Nueva Ecija..... | | | 16 | 1,900.00 | | | 1,900.00 |
| Nueva Vizcaya..... | | | 4 | 500.00 | | | 500.00 |
| Occidental Negros..... | | | 8 | 2,700.00 | | | 2,700.00 |
| Oriental Negros..... | | | 14 | 2,000.00 | | | 2,000.00 |
| Palawan..... | | | 2 | 1,000.00 | | | 1,000.00 |
| Pampanga..... | 1 | 200.00 | 7 | 2,000.00 | | | 2,000.00 |
| Pangasinan..... | 2 | 200.00 | 17 | 1,700.00 | 1 | 100.00 | 2,000.00 |

| | | | | | | | | | | | |
|----------------------|----|----------|--|-----|------------|--|--|----|----------|----------|------------|
| Risal..... | | | | 8 | 800.00 | | | | 8 | 800.00 | |
| Romblon..... | | | | 3 | 325.00 | | | | 3 | 325.00 | |
| Samar..... | | | | 6 | 3,000.00 | | | | 6 | 3,000.00 | |
| Sorsogon..... | | | | 6 | 1,000.00 | | | 1 | 100.00 | 7 | 1,100.00 |
| Surigao..... | | | | 5 | 500.00 | | | | | 5 | 500.00 |
| Tarlac..... | | | | 11 | 1,800.00 | | | | | 14 | 1,600.00 |
| Tayabas..... | 3 | 300.00 | | 17 | 700.00 | | | | | 7 | 3,700.00 |
| Union..... | | | | 17 | 8,700.00 | | | | | 17 | 8,700.00 |
| Zambales..... | | | | 5 | 900.00 | | | | | 5 | 900.00 |
| Normal School..... | | | | 20 | 15,900.00 | | | | | 20 | 15,900.00 |
| Trade School..... | | | | 8 | 2,800.00 | | | | | 8 | 2,800.00 |
| Nautical School..... | | | | 1 | 200.00 | | | | | 1 | 200.00 |
| Total..... | 10 | 1,200.00 | | 463 | 121,150.00 | | | 11 | 1,700.00 | 484 | 124,050.00 |
| Mindanao and Sulu: | | | | | | | | | | | |
| Agusan..... | | | | 22 | 3,400.00 | | | | | 24 | 3,600.00 |
| Bukidnon..... | 1 | 100.00 | | 7 | 1,100.00 | | | 1 | 100.00 | 7 | 1,100.00 |
| Cotabato..... | | | | 4 | 900.00 | | | | | 4 | 900.00 |
| Davao..... | | | | 1 | 600.00 | | | | | 1 | 600.00 |
| Lanao..... | | | | 14 | 3,400.00 | | | | | 14 | 3,400.00 |
| Sulu..... | | | | 9 | 1,800.00 | | | | | 9 | 1,800.00 |
| Zamboanga..... | | | | 2 | 1,100.00 | | | | | 2 | 1,100.00 |
| Grand total..... | 11 | 1,300.00 | | 522 | 133,450.00 | | | 12 | 1,900.00 | 545 | 136,550.00 |

| | | | | | | | | |
|--------------------|-----|-----------|-------|------------|-----|-----------|-------|------------|
| Rizal | 10 | 1,000.00 | 55 | 8,600.00 | 27 | 3,400.00 | 92 | 13,000.00 |
| Romblon | 2 | 200.00 | 18 | 2,800.00 | 5 | 100.00 | 25 | 2,900.00 |
| Samar | 5 | 500.00 | 54 | 7,800.00 | 6 | 800.00 | 45 | 8,600.00 |
| Sarangani | 4 | 400.00 | 34 | 4,000.00 | 6 | 700.00 | 44 | 4,700.00 |
| Surigao | | | 13 | 1,700.00 | | | 13 | 1,700.00 |
| Tarlac | 6 | 600.00 | 34 | 3,400.00 | 4 | 400.00 | 44 | 4,400.00 |
| Tayabas | 20 | 2,500.00 | 64 | 8,000.00 | | | 64 | 10,500.00 |
| Union | 5 | 500.00 | 40 | 5,000.00 | 4 | 400.00 | 49 | 5,900.00 |
| Zambales | | | 20 | 3,900.00 | 2 | 200.00 | 22 | 4,100.00 |
| Normal School | | | 31 | 12,300.00 | 1 | 200.00 | 32 | 12,500.00 |
| Trade School | | | 10 | 2,600.00 | 1 | 200.00 | 11 | 2,800.00 |
| Nautical School | | | | | | | | |
| Total | 141 | 16,600.00 | 2,458 | 316,670.00 | 237 | 19,700.00 | 2,896 | 352,970.00 |
| Mindanao and Sulu: | | | | | | | | |
| Agusan | 2 | 200.00 | 51 | 6,400.00 | | | 53 | 6,600.00 |
| Bukidnon | | | 12 | 3,200.00 | | | 12 | 3,200.00 |
| Cotabato | | | 17 | 4,800.00 | | | 17 | 4,800.00 |
| Davao | | | 6 | 1,300.00 | | | 6 | 1,300.00 |
| Lanao | | | 25 | 4,400.00 | | | 25 | 4,400.00 |
| Sulu | | | 7 | 900.00 | | | 7 | 900.00 |
| Zamboanga | | | 11 | 1,900.00 | | | 11 | 1,900.00 |
| Grand total | 143 | 16,800.00 | 2,587 | 339,070.00 | 237 | 19,700.00 | 2,987 | 375,570.00 |

No. 23.—Number and Amount of Subscriptions to Third and Fourth Liberty Loans by Schools, by Teachers, and by Pupils
January 1, 1918, to December 31, 1918—Continued

| Division | Schools | | | | Teachers | | Pupils | | Total | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions | Number of Subscriptions | Amount of Subscriptions |
| | | | | | | | | | | |
| Manila..... | 1 | P1,200.00 | 196 | P83,500.00 | 20 | P3,300.00 | 217 | P86,800.00 | | |
| Albay..... | 6 | 600.00 | 81 | 10,400.00 | 11 | 1,200.00 | 98 | 12,200.00 | | |
| Antique..... | 1 | 100.00 | 39 | 3,900.00 | 3 | 300.00 | 43 | 4,300.00 | | |
| Bataan..... | 4 | 400.00 | 4 | 400.00 | 1 | 100.00 | 5 | 500.00 | | |
| Batanes..... | | | 8 | 800.00 | | | 8 | 800.00 | | |
| Batangas..... | 7 | 1,600.00 | 34 | 8,500.00 | 1 | 100.00 | 42 | 10,200.00 | | |
| Bohol..... | | | 176 | 19,100.00 | | | 176 | 19,100.00 | | |
| Bulacan..... | | | 124 | 20,400.00 | 6 | 600.00 | 130 | 21,000.00 | | |
| Cagayan..... | 1 | 100.00 | 31 | 8,000.00 | | | 32 | 8,100.00 | | |
| Camarines..... | 1 | 100.00 | 80 | 10,300.00 | 5 | 500.00 | 86 | 10,900.00 | | |
| Capiz..... | | | 94 | 9,325.00 | 27 | 1,600.00 | 121 | 9,825.00 | | |
| Cavite..... | | | 75 | 8,300.00 | | | 82 | 8,600.00 | | |
| Cebu..... | 7 | 300.00 | 187 | 19,500.00 | 2 | 300.00 | 190 | 19,900.00 | | |
| Central Luzon Agricultural School..... | 1 | 100.00 | 22 | 9,600.00 | 4 | 400.00 | 28 | 10,000.00 | | |
| Ilocos Norte..... | 3 | 400.00 | 43 | 9,400.00 | | | 46 | 9,800.00 | | |
| Ilocos Sur..... | | | 152 | 23,800.00 | 2 | 200.00 | 154 | 24,000.00 | | |
| Iloilo..... | 4 | 500.00 | 166 | 20,870.00 | 5 | 500.00 | 175 | 21,870.00 | | |
| Isabela..... | | | 21 | 7,100.00 | | | 21 | 7,100.00 | | |
| Laguna..... | 16 | 1,600.00 | 97 | 16,100.00 | 31 | 3,000.00 | 144 | 20,700.00 | | |
| Leyte..... | | | 48 | 8,300.00 | 5 | 500.00 | 53 | 8,800.00 | | |
| Mindoro..... | | | 16 | 1,800.00 | | | 16 | 1,800.00 | | |
| Misamis..... | | | 14 | 3,900.00 | | | 14 | 3,900.00 | | |
| Mountain..... | 1 | 100.00 | 96 | 19,200.00 | | | 97 | 19,300.00 | | |
| Nueva Ecija..... | 19 | 2,200.00 | 59 | 6,500.00 | 7 | 700.00 | 86 | 9,400.00 | | |
| Nueva Vizcaya..... | | | 14 | 3,000.00 | | | 14 | 3,000.00 | | |
| Occidental Negros..... | | | 44 | 7,800.00 | | | 44 | 7,800.00 | | |
| Oriental Negros..... | | | 103 | 11,700.00 | 46 | 900.00 | 149 | 12,600.00 | | |
| Palawan..... | | | 8 | 3,100.00 | | | 8 | 3,100.00 | | |
| Pampanga..... | 8 | 900.00 | 115 | 12,600.00 | 3 | 800.00 | 126 | 14,300.00 | | |
| Pangasinan..... | 20 | 2,000.00 | 304 | 30,400.00 | 12 | 1,200.00 | 336 | 33,600.00 | | |

| | | | | | | | | |
|----------------------|-----|-----------|-------|------------|-----|-----------|-------|------------|
| Rizal..... | 10 | 1,000.00 | 63 | 9,400.00 | 27 | 3,400.00 | 100 | 13,800.00 |
| Romblon..... | 2 | 200.00 | 21 | 2,625.00 | 5 | 100.00 | 28 | 2,925.00 |
| Samar..... | 5 | 500.00 | 60 | 10,800.00 | 6 | 800.00 | 71 | 11,400.00 |
| Sorsogon..... | 4 | 400.00 | 40 | 5,000.00 | 7 | 600.00 | 61 | 6,200.00 |
| Surigao..... | | | 18 | 2,200.00 | | | 18 | 2,200.00 |
| Tarlac..... | 9 | 900.00 | 45 | 4,700.00 | 4 | 400.00 | 58 | 6,000.00 |
| Tayabas..... | 20 | 2,500.00 | 71 | 8,700.00 | | | 91 | 11,200.00 |
| Union..... | 5 | 500.00 | 57 | 8,700.00 | 4 | 400.00 | 66 | 9,600.00 |
| Zambales..... | | | 25 | 4,800.00 | 2 | 200.00 | 27 | 5,000.00 |
| Normal School..... | | | 51 | 28,200.00 | 1 | 200.00 | 52 | 28,400.00 |
| Trade School..... | | | 18 | 5,400.00 | 1 | 200.00 | 19 | 5,600.00 |
| Nautical School..... | | | 1 | 200.00 | | | 1 | 200.00 |
| Total..... | 151 | 17,800.00 | 2,921 | 437,820.00 | 248 | 22,500.00 | 3,820 | 477,020.00 |
| Mindanao and Sulu: | | | | | | | | |
| Agusan..... | 3 | 300.00 | 73 | 9,800.00 | 1 | 100.00 | 77 | 10,200.00 |
| Bukidnon..... | | | 19 | 4,300.00 | | | 19 | 4,300.00 |
| Cotabato..... | | | 21 | 5,200.00 | | | 21 | 5,200.00 |
| Davao..... | | | 7 | 1,900.00 | | | 7 | 1,900.00 |
| Lanao..... | | | 39 | 7,800.00 | | | 39 | 7,800.00 |
| Sulu..... | | | 16 | 2,700.00 | | | 16 | 2,700.00 |
| Zamboanga..... | | | 13 | 3,000.00 | | | 13 | 3,000.00 |
| Grand total..... | 154 | 18,100.00 | 3,109 | 472,520.00 | 249 | 22,600.00 | 3,812 | 512,120.00 |

No. 24.—Medical and Dental Examination of Pupils in the Public Schools, January 1, 1918, to December 31, 1918

| Division | Number of Pupils Examined | | Number of Nurses Visiting Public Schools and Rendering Service to Pupils | | Number of Nurses Visiting Homes of Pupils | | Number of Schools in Which Pupils Have Been Examined | Number of Schools Visited by Nurses | Number of Schools Where Dental Clinics Were Held |
|------------------------|---------------------------|-----------------------------------|--|------------------|---|-------------------|--|-------------------------------------|--|
| | District Health Officer | Municipal District Health Officer | Provincial Nurses | Municipal Nurses | Total | Provincial Nurses | Municipal Nurses | Total | |
| Manila..... | 30,592 | 30,592 | 4 | 4 | 4 | 2 | | | 33 |
| Albay..... | 1,060 | 10,415 | 4 | | 4 | | | 2 | 118 |
| Antique..... | | | | | | | | | 8 |
| Bataan..... | 294 | 780 | | | | | | | 3 |
| Batangas..... | 342 | 4,065 | | 1 | 1 | 1 | 2 | 3 | 17 |
| Bohol..... | 1,623 | 5,653 | 1 | | 1 | 1 | | 1 | 44 |
| Bulacan..... | 374 | 8,483 | 2 | 14 | 16 | 3 | 11 | 14 | 47 |
| Cagayan..... | 2,700 | 4,300 | | | | | | | 39 |
| Camarines..... | 1,071 | 1,257 | 2 | | 2 | 4 | | 4 | 13 |
| Cavite..... | 1,498 | 7,467 | 3 | | 3 | 3 | | 3 | 46 |
| Cebu..... | 988 | 3,404 | 2 | | 2 | 1 | | 1 | 21 |
| C. I. A. S. I..... | 100 | 1,965 | 5 | 4 | 9 | 4 | 1 | 5 | 13 |
| Ilocos Norte..... | | 200 | | | | | | | 8 |
| Ilocos Sur..... | 3,050 | 1,808 | 2 | | 2 | 2 | | 2 | 1 |
| Iloilo..... | 54 | 3,540 | 3 | | 3 | 2 | | 2 | 39 |
| Isabela..... | 776 | 5,455 | 4 | | 4 | 4 | | 4 | 25 |
| Laguna..... | 1 | 843 | | | | | | | 6 |
| Leyte..... | 1,658 | 7,073 | | 2 | 2 | | 1 | 1 | 7 |
| | | 7,212 | | | | | | | 42 |
| Mindoro..... | | 1,122 | | | | | | | 3 |
| Misamis..... | 4,638 | 1,585 | 3 | | 3 | 2 | | 2 | 28 |
| Mountain..... | 917 | 1,707 | | | | 5 | | 5 | 18 |
| Nueva Ecija..... | | 2,694 | | 1 | 1 | | | | 21 |
| Nueva Vizcaya..... | 587 | 2,523 | 4 | | 4 | 4 | | 4 | 2 |
| | | 587 | | | | | | | 6 |
| Occidental Negros..... | | 6,404 | | 13 | 13 | | 10 | 10 | 21 |
| Oriental Negros..... | 3 | 60 | 2 | | 2 | 2 | | 2 | 1 |
| Palawan..... | 315 | 315 | | | | | | | 9 |
| Pampanga..... | 1,000 | 4,595 | 4 | | 4 | | | | 34 |
| Pangasinan..... | 2,410 | 11,363 | 5 | 2 | 7 | 3 | 2 | 5 | 102 |

1 Central Luzon Agricultural School.

| | | | | | | | | | | |
|-----------------------|--------|---------|---------|----|----|-----|----|----|-----|-----|
| Rizal | 57 | 4,154 | 4,211 | 7 | 7 | 7 | 7 | 7 | 13 | 3 |
| Romblon | 544 | 1,000 | 1,544 | | | | | | 2 | |
| Samar | 6,500 | 5,000 | 11,500 | | | | | | | 8 |
| Sorsogon | 453 | 5,793 | 11,793 | 1 | 1 | 1 | 1 | 1 | 11 | 5 |
| Surigao | | 2,343 | 2,806 | 1 | 1 | 1 | 1 | 1 | 2 | 4 |
| Tarlac | | 7,419 | 10,221 | 1 | 1 | 1 | 1 | 1 | 69 | 2 |
| Tayabas | 2,802 | 2,337 | 5,563 | | | | | | 13 | 12 |
| Union | 3,205 | 2,208 | 5,113 | | 2 | | | 1 | 3 | |
| Zambales | 2,308 | 3,431 | 5,739 | | 1 | | | | 20 | 3 |
| Normal School | 1,316 | | 1,316 | | | | | | | |
| Trade School | | 755 | 755 | | 3 | 3 | | | | |
| Nautical School | | | | | | | | | | |
| Total | 73,437 | 132,585 | 206,022 | 66 | 47 | 113 | 53 | 25 | 845 | 314 |
| Mindanao and Sulu: | | | | | | | | | | |
| Agusan | | 538 | 538 | | 2 | 2 | 1 | | 18 | 18 |
| Bukidnon | | | | | | | | | | |
| Cotabato | 1,267 | | 1,267 | | | | 2 | | 31 | 2 |
| Davao | 290 | 277 | 567 | | 6 | 6 | | 6 | 12 | 20 |
| Lanao | 353 | 96 | 454 | | | | | | 5 | |
| Sulu | | 482 | 482 | | 1 | 1 | | 1 | 5 | 3 |
| Zamboanga | 273 | 650 | 923 | | | | | | 17 | |
| Grand total | 75,625 | 134,623 | 210,253 | 66 | 56 | 122 | 55 | 35 | 983 | 337 |
| | | | | | | | | | | 109 |

No. 25.—School Sites

A table showing, by divisions and for the Islands, the number of school sites, their classification, area, estimated value, and method of acquisition (December 31, 1918).

| Division | Number of School Sites | | | | | | | | | | Area of School Sites | | | Estimated Value of School Sites | | | Summary | | | How Acquired | | | | | | | | | |
|---------------|------------------------|--------|--------|-------|--------|-----------|-------|--------|-------|-------|----------------------|-------|--------|---------------------------------|-------|-------|-----------|---------|------------------|--------------|-----------|-----------|--|--|--|--|--|--|--|
| | Provincial and Insular | | | | | Municipal | | | | | Central | | | Municipal | | | Area | Num-ber | Estima-ted Value | Donation | Purchase | | | | | | | | |
| | Central | | Barrio | | | Central | | Barrio | | | Central | | Barrio | | | | | | | | | | | | | | | | |
| | Class | | Class | | | Class | | Class | | | Class | | Class | | | | | | | | | | | | | | | | |
| | First | Second | Third | First | Second | Third | First | Second | Third | First | Second | Third | First | Second | Third | First | | | | | | | | | | | | | |
| Manila | 1 | 8 | 11 | 11 | 8 | 11 | | | | | | | | | | | Sq. m. | | 814,675 | 20 | 284,527 | 1,280,499 | | | | | | | |
| Albay | 3 | 11 | 8 | 8 | 17 | 21 | 43 | | | | | | | | | | 445,824 | | 20,780 | 106 | 676,734 | 60,461 | | | | | | | |
| Antique | 3 | 9 | 1 | 3 | 5 | 8 | 27 | | | | | | | | | | 8,919 | | 12,358 | 56 | 326,589 | 18,337 | | | | | | | |
| Bataan | 1 | 8 | 3 | 8 | | 1 | 6 | | | | | | | | | | 2,000 | | 5,575 | 22 | 107,429 | 7,965 | | | | | | | |
| Batanes | 1 | 2 | 1 | | | | 1 | | | | | | | | | | 590 | | 500 | 4 | 71,065 | 550 | | | | | | | |
| Batangas | 1 | 16 | 4 | 11 | 19 | 12 | 20 | | | | | | | | | | 7,000 | | 28,161 | 83 | 531,966 | 50,187 | | | | | | | |
| Bohol | 2 | 15 | 9 | 15 | 53 | 23 | 53 | | | | | | | | | | 8,000 | | 11,157 | 170 | 1,138,232 | 34,816 | | | | | | | |
| Bulacan | 3 | 19 | 2 | 6 | 14 | 7 | 5 | | | | | | | | | | 637,946 | | 58,048 | 170 | 472,467 | 73,597 | | | | | | | |
| Cagayan | 2 | 10 | 9 | 10 | 6 | 11 | 23 | | | | | | | | | | 5,710 | | 17,949 | 73 | 472,467 | 73,597 | | | | | | | |
| Camarines | 1 | 14 | 8 | 19 | 12 | 7 | 34 | | | | | | | | | | 8,200 | | 21,712 | 95 | 415,224 | 37,314 | | | | | | | |
| Capiz | 3 | 9 | 7 | 4 | 28 | 26 | 22 | | | | | | | | | | 5,624 | | 13,098 | 99 | 845,420 | 37,654 | | | | | | | |
| Cavite | 2 | 12 | 1 | 12 | 3 | 5 | 17 | | | | | | | | | | 3,405 | | 45,383 | 52 | 364,703 | 68,330 | | | | | | | |
| Cebu | 1 | 80 | 10 | 21 | 40 | 28 | 42 | | | | | | | | | | 112,725 | | 30,223 | 172 | 1,134,635 | 162,916 | | | | | | | |
| C. L. A. S. 1 | 1 | | | | | | | | | | | | | | | | 18,770 | | | 1 | 96,770 | 96,770 | | | | | | | |
| Ilocos Norte | 2 | 6 | 6 | 8 | 41 | 25 | 39 | | | | | | | | | | 18,400 | | 11,170 | 127 | 968,357 | 39,746 | | | | | | | |
| Ilocos Sur | 6 | 25 | 7 | 24 | 40 | 24 | 32 | | | | | | | | | | 24,570 | | 83,176 | 158 | 1,912,169 | 71,767 | | | | | | | |
| Iloilo | 1 | 21 | 7 | 7 | 103 | 42 | 36 | | | | | | | | | | 24,000 | | 49,038 | 217 | 1,449,977 | 121,640 | | | | | | | |
| Isabela | 1 | 10 | 2 | 6 | 16 | | | | | | | | | | | | 9,000 | | 32,832 | 35 | 580,369 | 10,335 | | | | | | | |
| Laguna | 1 | 16 | 6 | 22 | 4 | 5 | 14 | | | | | | | | | | 24,000 | | 125,340 | 35 | 682,222 | 168,396 | | | | | | | |
| Leyte | 1 | 81 | 14 | 22 | 118 | 49 | 160 | | | | | | | | | | 2,279,339 | | 50,306 | 396 | 2,137,962 | 91,497 | | | | | | | |
| Mindoro | 1 | 8 | 2 | 7 | 14 | 4 | 14 | | | | | | | | | | 2,000 | | 3,080 | 50 | 310,266 | 9,185 | | | | | | | |
| Misamis | 1 | 3 | 1 | 2 | 1 | 8 | | | | | | | | | | | 3,000 | | 7,560 | 50 | 14,136 | 14,136 | | | | | | | |
| Mountain | 8 | 1 | | | | | | | | | | | | | | | 51,036 | | 725 | 32 | 514,560 | 53,236 | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|-------------------|----|-----|-----|-----|-----|-----|-----|------------|-----------|-----------|-----------|-----------|---------|-------|------------|-----------|-------|-----|-----|
| Nueva Ecija | 1 | 17 | 7 | 1 | 16 | 8 | 8 | 35,065 | 235,225 | 155,756 | 500 | 15,350 | 5,560 | 53 | 424,069 | 24,410 | 30 | 17 | 6 |
| Nueva Vizcaya | 1 | 8 | 1 | 1 | 16 | 1 | 6 | 69,142 | 309,010 | 644,610 | 200 | 2,200 | 4,300 | 33 | 1,022,762 | 6,700 | 1 | | 32 |
| Occidental Negros | 1 | 7 | 5 | 10 | 11 | 13 | 2 | 51,452 | 219,883 | 205,737 | 11,910 | 50,528 | 4,179 | 49 | 477,072 | 56,617 | 19 | 10 | 20 |
| Oriental Negros | 1 | 6 | 7 | 8 | 3 | 5 | 44 | 15,250 | 157,698 | 148,772 | 15,250 | 29,900 | 5,008 | 74 | 321,720 | 50,158 | 38 | 14 | 22 |
| Palawan | 3 | 3 | 5 | 1 | 8 | 3 | 6 | 2,080,916 | 101,563 | 228,792 | 12,700 | 2,302 | 1,035 | 29 | 331,271 | 15,087 | 4 | 3 | 22 |
| Pampanga | 2 | 9 | 6 | 8 | 3 | 2 | 2 | 41,312 | 186,533 | 62,838 | 31,824 | 16,312 | 6,430 | 32 | 230,968 | 54,566 | 3 | 22 | 7 |
| Pangasinan | 1 | 9 | 25 | 13 | 5 | 9 | 29 | 128,586 | 614,567 | 173,621 | 6,910 | 83,169 | 7,853 | 91 | 916,874 | 97,982 | 40 | 31 | 20 |
| Rizal | 3 | 12 | 3 | 11 | 4 | 2 | 17 | 66,404 | 212,853 | 130,137 | 37,109 | 73,783 | 19,636 | 52 | 409,394 | 130,538 | 23 | 27 | 3 |
| Romblon | 2 | 6 | | | | | | 168,783 | 83,740 | 146,856 | 47,550 | 9,461 | 7,920 | 39 | 399,359 | 65,231 | 20 | 2 | 17 |
| Samar | 2 | 38 | 4 | 4 | 24 | 8 | 55 | 38,582 | 641,390 | 308,376 | 1,000 | 22,495 | 5,933 | 134 | 983,343 | 29,428 | 108 | 24 | 4 |
| Sorsogon | 2 | 5 | 7 | 6 | 25 | 9 | 2 | 245,424 | 117,825 | 247,228 | 68,310 | 14,460 | 4,665 | 56 | 610,477 | 87,935 | 32 | 22 | 2 |
| Surigao | 1 | 1 | 4 | 2 | 3 | 4 | | 106,379 | 22,596 | 36,576 | 42,500 | 16,575 | 2,960 | 15 | 165,551 | 62,055 | 7 | 1 | 7 |
| Tarlac | 2 | 11 | 1 | 10 | 12 | 5 | 30 | 84,279 | 240,159 | 167,962 | 16,950 | 20,038 | 9,789 | 72 | 492,420 | 46,777 | 42 | 11 | 19 |
| Tayabas | 1 | 14 | 2 | 20 | 2 | | 7 | 59,837 | 294,426 | 25,983 | 30,000 | 46,660 | 1,500 | 46 | 371,256 | 78,160 | 17 | 13 | 16 |
| Union | 1 | 8 | 6 | 7 | 22 | 14 | 7 | 12,557 | 155,331 | 237,298 | 27,837 | 37,156 | 11,396 | 65 | 465,686 | 76,389 | 22 | 37 | 6 |
| Zambales | 3 | 3 | 4 | 4 | 2 | 2 | 6 | 119,156 | 185,945 | 55,038 | 5,050 | 8,966 | 2,011 | 24 | 283,139 | 16,027 | 11 | 7 | 6 |
| Total | 69 | 427 | 200 | 334 | 699 | 393 | 833 | 12,235,227 | 9,837,990 | 9,764,999 | 1,239,252 | 1,810,727 | 352,219 | 2,960 | 31,838,216 | 3,402,198 | 1,604 | 773 | 533 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | | | | | | | |
|-----------|----|----|---|----|-----|---|----|-----------|-----------|------------|--------|--------|--------|-----|------------|---------|----|----|-----|
| Agusan | 29 | 2 | 3 | 5 | 1 | 1 | 1 | 3,853,368 | 34,459 | 83,507 | 33,400 | 4,250 | 2,200 | 41 | 3,971,324 | 39,850 | 7 | | 34 |
| Bukidnon | 1 | 3 | 4 | 1 | 2 | 6 | 2 | 2,680,755 | 575,189 | 1,006,109 | 10,000 | 5,600 | 7,200 | 17 | 4,262,053 | 22,900 | | | 17 |
| Cotabato | 1 | 8 | 1 | 2 | 16 | 1 | 1 | 110,000 | 1,276,459 | 2,236,117 | 5,000 | 12,100 | 12,470 | 30 | 3,622,576 | 29,570 | 6 | 4 | 20 |
| Davao | 7 | 4 | 1 | 2 | 46 | 2 | 6 | 337,559 | 3,601,199 | 3,601,199 | 4,200 | 3,025 | 13,141 | 61 | 3,938,758 | 16,166 | 25 | 4 | 36 |
| Lanao | | 4 | 2 | 3 | | | 1 | 516,138 | 140,105 | 1,634 | | 2,153 | 100 | 17 | 657,877 | 6,453 | 3 | 11 | 3 |
| Sulu | | 1 | | 1 | 17 | 2 | | 40,658 | 249,726 | | | 3,200 | 1,135 | 51 | 290,394 | 4,395 | | | 21 |
| Zamboanga | 1 | 1 | 1 | 4 | 30 | 1 | 13 | 27,000 | 639,611 | 3,261,540 | 8,000 | 729 | 56,635 | 21 | 3,928,151 | 65,364 | 2 | 6 | 43 |
| Total | 39 | 23 | 9 | 16 | 114 | 9 | 28 | 7,187,251 | 3,044,040 | 10,439,832 | 60,600 | 31,057 | 92,931 | 238 | 20,671,123 | 184,588 | 43 | 21 | 174 |

Central Luzon Agricultural School.

| | | | | | | | | | | | | | |
|---------------|-----|-----|-------|--------------|-----|-----|------------|-----|-----|--------------|-----|-------|---------------|
| Rizal..... | 99 | 8 | 52 | 153,346.73 | 6 | 35 | 31,070.68 | 11 | 54 | 33,245.66 | 25 | 141 | 222,603.07 |
| Romblon..... | 12 | 16 | 16 | 30,119.70 | | | | 5 | 31 | 20,623.56 | 8 | 47 | 50,648.26 |
| Samar..... | 124 | 99 | 99 | 292,853.90 | 1 | 10 | 13,078.16 | | | | 18 | 109 | 305,832.06 |
| Sorsogon..... | 109 | 16 | 70 | 149,465.99 | | | | 5 | 40 | 206,870.32 | 21 | 110 | 355,336.31 |
| Surigao..... | 88 | 6 | 16 | 35,992.89 | 4 | 13 | 16,821.64 | | | | 10 | 29 | 52,814.53 |
| Tarlac..... | 115 | 26 | 79 | 165,213.53 | | | | 3 | 22 | 47,152.91 | 29 | 101 | 213,396.44 |
| Tayabas..... | 142 | 17 | 127 | 352,430.94 | 4 | 34 | 43,355.76 | 10 | 51 | 94,559.03 | 31 | 212 | 490,345.73 |
| Union..... | 77 | 7 | 42 | 95,617.59 | 6 | 46 | 48,608.23 | 3 | 20 | 40,000.00 | 16 | 106 | 184,220.82 |
| Zambales..... | 63 | 4 | 24 | 60,233.86 | 2 | 22 | 10,300.00 | 3 | 22 | 48,118.30 | 9 | 68 | 118,702.16 |
| Nautical..... | 1 | 1 | 8 | 38,066.42 | | | | | | | 1 | 8 | 38,066.42 |
| Normal..... | 3 | | | | | | | 2 | 112 | 765,741.26 | 2 | 112 | 765,741.26 |
| Trade..... | 2 | | | | | | | 2 | 12 | 221,793.66 | 2 | 12 | 221,793.66 |
| Total..... | | 454 | 2,356 | 6,265,341.50 | 123 | 649 | 917,799.79 | 270 | 582 | 4,314,397.01 | 847 | 4,531 | 11,497,533.30 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | |
|----------------|--|---|----|------------|--|--|--|----|----|-----------|----|----|------------|
| Agusan..... | | 1 | 7 | 20,183.43 | | | | 9 | 82 | 44,712.19 | 10 | 39 | 64,965.62 |
| Butidnon..... | | | | | | | | 1 | 7 | 3,860.18 | 1 | 7 | 3,860.18 |
| Cotabato..... | | | | | | | | | | | | | |
| Davao..... | | | | | | | | | | | | | |
| Lanao..... | | 1 | 3 | 8,500.00 | | | | | | | 1 | 3 | 8,500.00 |
| Sulu..... | | 1 | 10 | 35,000.00 | | | | 3 | 12 | 25,599.32 | 4 | 22 | 60,599.32 |
| Zamboanga..... | | 2 | 12 | 42,000.00 | | | | | | | 2 | 12 | 42,000.00 |
| Total..... | | 5 | 32 | 105,683.43 | | | | 13 | 51 | 73,671.69 | 18 | 83 | 179,353.12 |

| | | | | | | | | | |
|---------------|-----|-------|------------|-------|-------|------------|-------|-------|---------------|
| Tarlac..... | 8 | 8 | 2,700.00 | 4 | 8 | 978.96 | 36 | 117 | 217,045.89 |
| Tayabas..... | 19 | 61 | 36,131.43 | 7 | 9 | 6,535.20 | 57 | 232 | 531,012.41 |
| Union..... | 4 | 13 | 3,600.00 | 8 | 28 | 4,960.00 | 23 | 169 | 192,790.82 |
| Zambales..... | 6 | 17 | 7,825.66 | 13 | 20 | 2,575.00 | 23 | 168 | 192,102.72 |
| Nautical..... | | | | | | | 1 | 8 | 38,066.42 |
| Normal..... | | | | | | | 2 | 112 | 758,741.26 |
| Trade..... | | | | | | | 2 | 12 | 221,798.66 |
| Total..... | 677 | 1,642 | 870,085.75 | 1,227 | 1,929 | 391,049.57 | 2,761 | 8,158 | 12,758,688.63 |

DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | |
|----------------|----|-----|------------|-----|-----|------------|-----|-----|------------|
| Agusan..... | 8 | 10 | 7,600.00 | 23 | 45 | 18,385.53 | 36 | 94 | 90,851.15 |
| Bukidnon..... | | | | 4 | 10 | 10,280.08 | 5 | 17 | 13,690.28 |
| Cotabato..... | 10 | 30 | 12,350.00 | 30 | 86 | 30,455.66 | 40 | 116 | 42,905.66 |
| Davao..... | 7 | 15 | 13,550.00 | 48 | 63 | 9,115.00 | 56 | 79 | 22,765.00 |
| Lanao..... | 18 | 40 | 25,556.13 | 43 | 84 | 14,111.06 | 62 | 127 | 43,267.19 |
| Sulu..... | 11 | 53 | 18,102.27 | 49 | 147 | 15,339.92 | 64 | 222 | 94,085.51 |
| Zamboanga..... | 15 | 24 | 24,598.77 | 5 | 13 | 4,255.00 | 22 | 49 | 70,821.77 |
| Total..... | 64 | 172 | 101,945.17 | 292 | 448 | 101,866.15 | 234 | 708 | 368,134.44 |

* Central Luzon Agricultural School.

No. 27.—*Insular Aid for School-Building Construction*

A table showing, by divisions and for the Islands, the Insular Aid granted for the construction of municipal, provincial, and Insular school buildings. (December 31, 1918.)

| Division | Municipal School Buildings | | | Provincial School Buildings | Insular School Buildings | Total for All School Buildings |
|--------------------|----------------------------|--------------|--------------|-----------------------------|--------------------------|--------------------------------|
| | Gabalton Aid | Other Aid | Total Aid | | | |
| Manila | | P153,846.86 | P153,846.86 | | P1,289,000.00 | P1,442,846.86 |
| Abra | | 23,000.00 | 25,000.00 | P20,000.00 | | 45,000.00 |
| Albay | P110,454.99 | 51,000.00 | 161,454.99 | 18,000.00 | | 179,454.99 |
| Antique | 22,000.00 | 21,000.00 | 43,000.00 | 12,500.00 | | 55,500.00 |
| Bataan | 11,360.00 | 25,000.00 | 36,360.00 | 6,000.00 | | 42,360.00 |
| Batanes | 9,900.45 | 7,000.00 | 16,900.45 | 5,000.00 | | 21,900.45 |
| Batangas | 89,304.86 | 111,000.00 | 180,304.86 | 63,000.00 | | 243,304.86 |
| Bohol | 66,108.85 | 86,000.00 | 152,108.85 | 39,500.00 | | 191,608.85 |
| Bulacan | 72,914.30 | 90,900.00 | 163,814.30 | 21,378.74 | | 175,193.04 |
| Cagayan | 22,190.00 | 41,500.00 | 63,690.00 | 20,000.00 | | 83,690.00 |
| Camarines | 48,136.80 | 41,000.00 | 89,136.80 | 53,000.00 | | 142,136.80 |
| Capiz | 43,525.57 | 25,000.00 | 68,525.57 | 19,590.00 | | 88,115.57 |
| Cavite | 69,682.00 | 80,600.00 | 150,282.00 | 21,575.00 | | 171,857.00 |
| Cebu | 103,862.84 | 92,500.00 | 196,362.84 | 167,000.00 | | 363,362.84 |
| Ilocos Norte | 65,360.05 | 55,000.00 | 120,360.05 | 202,000.00 | | 322,360.05 |
| Ilocos Sur | 62,520.25 | 50,273.14 | 112,793.39 | 37,000.00 | | 149,793.39 |
| Iloilo | 69,581.45 | 5,500.00 | 75,081.45 | 78,517.82 | | 148,598.77 |
| Isabela | 4,000.00 | 35,000.00 | 39,000.00 | 10,000.00 | | 49,000.00 |
| Laguna | 108,975.07 | 75,127.08 | 184,102.15 | 56,000.00 | | 240,102.15 |
| Leyte | 178,237.65 | 78,000.00 | 256,237.65 | 39,500.00 | | 295,737.65 |
| Mindoro | 21,201.00 | 28,000.00 | 47,201.00 | 43,500.00 | | 90,701.00 |
| Misamis | 16,590.00 | 53,000.00 | 69,590.00 | 22,000.00 | | 91,590.00 |
| Mountain | | 127,189.72 | 127,189.72 | 62,000.00 | 267,616.02 | 446,805.74 |
| Nueva Ecija | 68,987.18 | 39,650.00 | 108,637.18 | 9,000.00 | 144,066.64 | 261,704.82 |
| Nueva Viscaya | 13,350.00 | 91,350.00 | 104,650.00 | 39,000.00 | | 143,650.00 |
| Occidental Negros | 73,666.66 | 45,500.00 | 119,166.66 | 14,500.00 | | 133,666.66 |
| Oriental Negros | 29,997.94 | 21,400.00 | 51,397.94 | 36,000.00 | | 87,397.94 |
| Palawan | 14,974.55 | 5,500.00 | 21,474.55 | 5,200.00 | | 26,674.55 |
| Pampanga | 67,100.00 | 101,500.00 | 168,600.00 | 43,985.28 | | 212,585.28 |
| Pangasinan | 98,345.23 | 67,000.00 | 165,345.23 | 28,000.00 | | 193,345.23 |
| Rizal | 39,944.81 | 46,800.00 | 86,744.81 | 7,252.75 | 132,500.00 | 226,497.56 |
| Romblon | 15,000.00 | 11,000.00 | 26,000.00 | | | 26,000.00 |
| Samar | 75,426.21 | 42,000.00 | 117,426.21 | 79,000.00 | | 196,426.21 |
| Sorsogon | 60,672.82 | 10,433.83 | 71,106.65 | 30,021.23 | | 101,127.88 |
| Surigao | 42,567.50 | 18,000.00 | 60,567.50 | 17,500.00 | | 78,067.50 |
| Tarlac | 90,357.02 | 41,000.00 | 131,357.02 | 22,783.03 | | 154,140.05 |
| Tayabas | 71,924.41 | 75,446.00 | 147,370.41 | 29,807.06 | | 177,177.47 |
| Union | 42,800.00 | 64,000.00 | 106,800.00 | 26,000.00 | | 132,800.00 |
| Zambales | 19,383.50 | 36,000.00 | 55,383.50 | 24,000.00 | | 79,383.50 |
| Mindanao and Sulu: | | | | | | |
| Agusan | | 77,450.00 | 77,450.00 | 1,500.00 | | 78,950.00 |
| Bukidnon | | 54,650.00 | 54,650.00 | 4,200.00 | | 58,850.00 |
| Cotabato | | | | 40,500.00 | | 40,500.00 |
| Davao | | | | 21,070.00 | | 21,070.00 |
| Lanao | | 45,000.00 | 45,000.00 | 5,000.00 | | 50,000.00 |
| Sulu | | 20,480.00 | 20,480.00 | 40,000.00 | | 60,480.00 |
| Zamboanga | | 134,000.00 | 134,000.00 | 34,730.00 | | 168,730.00 |
| Miscellaneous | 4,546.54 | | 4,546.54 | | | 4,546.54 |
| Total | 2,000,000.00 | 2,343,596.58 | 4,343,596.58 | 1,582,220.41 | 1,823,182.66 | 7,748,999.65 |

NOTE.—Insular school buildings include the Philippine Normal School and the Philippine School of Arts and Trades in Manila, the Baguio Industrial School, Baguio, Mountain Province, and the Philippine Nautical School in Pasay, Rizal.

No. 28.—*Total Expenditures for School Purposes*

| | 1918 | 1917 | Increase(+) Decrease(-) |
|---|-----------------|-----------------|----------------------------|
| Insular expenditures for salaries, wages, and contingent: | | | |
| Act No. 2727, Act No. 2672..... P5, 410, 150.00 | | | |
| Act No. 357..... 29,021.58 | | | |
| Balance forwarded from fiscal year 1917..... 6,030.75 | P5, 445, 202.33 | P4, 110, 324.43 | + P1, 334, 877.90 |
| Balance forwarded to fiscal year 1919..... 12,383.26 | | | |
| Net income automatically reverted to Insular Treasury..... 93,167.73 | 106,550.99 | 79,818.59 | + 25,732.40 |
| Net expenditure..... | 5,339,651.34 | 4,080,505.84 | + 1,309,145.50 |
| Improvement Insular school site, Manila, Act No. 2704..... | 5,550.43 | | |
| Site and building, Philippine Nautical School, Act No. 2704..... | 38,086.42 | | |
| Irrigation, Central Luzon Agricultural School, Act No. 2704 (P337.26), Act No. 2736 (P16,644.25)..... | 16,981.51 | | |
| Buildings, Central Luzon Agricultural School, Act No. 2704 (P768.24), Act No. 2736 (P29,245.59)..... | 30,013.83 | | |
| Barrio, central, intermediate, and farm-school buildings, Act No. 2736..... | 223,000.00 | | |
| Provincial school buildings, Act No. 2736..... | 150,000.00 | | |
| Buildings and sites, non-Christian and special provinces, Act No. 2736..... | 90,000.00 | | |
| Filipino Girls' Dormitory, Baguio, Act No. 2736..... | 8,983.80 | | |
| Buildings and sites, normal schools, Act No. 2736..... | 150,000.00 | | |
| Construction of Mabini Memorial School in the barrio of Talaga, Tanauan, Batangas, Act No. 2729..... | 15,000.00 | | |
| Total Insular..... | 6,067,277.33 | 5,176,788.42 | + 890,488.91 |
| Provincial expenditures for school purposes (1917) (1916)..... | 431,018.20 | 463,843.76 | - 32,825.56 |
| Municipal expenditures for school purposes (1917) (1916)..... | 3,614,514.70 | 2,394,787.79 | + 1,219,726.91 |
| Total government funds..... | 10,112,810.23 | 8,085,419.97 | + 2,077,390.26 |
| In addition, voluntary contributions..... | 617,399.77 | 478,902.61 | + 138,597.16 |
| Total expenditures for education..... | 10,730,210.00 | 8,514,222.58 | + 2,215,987.42 |
| Expenditure for education per capita of population (7,771,446)..... | 1.381 | 1.060 | + .321 |
| Cost of education per pupil based on average monthly enrolment (569,475) (567,625)..... | 18.842 | 14.518 | + 4.324 |

No. 29.—Operation Statement for 1918

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1918

| | December 31— | | Increase (+) Decrease (—) |
|---------------------------------|----------------|----------------|------------------------------|
| | 1918 | 1917 | |
| ASSETS | | | |
| Fixed property: | | | |
| Land | P614, 528.31 | P608, 977.88 | + P5, 550.43 |
| Public works and improvements | 1, 724, 171.91 | 1, 630, 096.35 | + 94, 076.56 |
| Equipment | 511, 402.40 | 482, 700.16 | + 28, 702.24 |
| Total fixed property | 2, 850, 102.62 | 2, 721, 774.39 | + 128, 328.23 |
| Working assets: | | | |
| Supplies and materials | 239, 729.89 | 314, 860.45 | — 75, 130.56 |
| Sales and stock | 163, 224.13 | 174, 786.08 | — 11, 561.95 |
| Work in process | 6, 207.16 | | + 6, 207.16 |
| Deferred charges | 3, 088.51 | 2, 373.89 | + 714.62 |
| Total working assets | 412, 249.69 | 492, 020.42 | — 79, 770.73 |
| Current assets: | | | |
| Accounts receivable | 151, 325.61 | 62, 957.01 | + 88, 368.60 |
| Cash— | | | |
| In treasury | 452, 279.11 | 187, 537.87 | + 264, 741.24 |
| In hands of officers | 40, 770.83 | 28, 447.48 | + 12, 323.35 |
| Total current assets | 644, 375.55 | 278, 942.36 | + 365, 433.19 |
| Total assets | 3, 906, 727.86 | 3, 492, 737.17 | + 413, 990.69 |
| LIABILITIES | | | |
| Capital: | | | |
| Fixed capital (see exhibit B) | 2, 850, 102.62 | 2, 721, 774.39 | + 128, 328.23 |
| Current capital (see exhibit C) | 420, 399.62 | 50, 773.10 | + 369, 626.52 |
| Total capital | 3, 270, 502.24 | 2, 772, 547.49 | + 497, 954.75 |
| Treasury advances | 412, 249.69 | 492, 020.42 | — 79, 770.73 |
| Current liabilities: | | | |
| Accounts payable | 100, 868.88 | 99, 867.48 | + 1, 001.40 |
| Insurance reserve | 98.92 | | + 98.92 |
| Accrued leave payable | 123, 008.13 | 128, 301.78 | — 5, 293.65 |
| Total current liabilities | 223, 975.93 | 228, 169.26 | — 4, 193.33 |
| Total liabilities | 3, 906, 727.86 | 3, 492, 737.17 | + 413, 990.69 |

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNT

| | December 31— | | Increase(+) Decrease(—) |
|---|-----------------|-----------------|-------------------------|
| | 1918 | 1917 | |
| Balance, December 31, 1917, 1916..... | P2, 721, 774.39 | P2, 526, 480.21 | + 195, 294.18 |
| Deduct— | | | |
| Inventory adjustments..... | (2, 964.17) | (576.18) | — 2, 387.99 |
| Balance, December 31, 1917, 1916 as adjusted..... | 2, 718, 810.22 | 2, 525, 904.08 | + 192, 906.19 |
| Debits: | | | |
| Acquisition by purchase..... | 155, 773.48 | 159, 889.26 | — 4, 115.78 |
| Acquisition by interbureau transfer..... | 55.97 | 6, 383.33 | — 6, 327.36 |
| Plant assets brought into account..... | | 209, 000.00 | — 209, 000.00 |
| Total debits and balances, December 31, 1918, 1917..... | 2, 874, 639.67 | 2, 901, 176.62 | — 26, 536.95 |
| Credits: | | | |
| Dropped by sales..... | 1, 652.27 | 1, 269.83 | + 382.44 |
| Dropped by interbureau transfer..... | 202.47 | 101, 176.40 | — 100, 973.93 |
| Dropped by transfer to local government..... | 8, 833.17 | 58, 849.63 | — 45, 016.46 |
| Losses..... | 9, 719.42 | 4, 474.96 | + 5, 244.44 |
| Depreciation accruals..... | 4, 129.72 | 18, 631.39 | — 14, 501.67 |
| Total credits..... | 24, 537.05 | 179, 402.23 | — 154, 865.18 |
| Balance, December 31, 1918, 1917..... | 2, 850, 102.62 | 2, 721, 774.39 | + 128, 328.23 |

No. 29.—Operation Statement for 1918—Continued

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT *

| | December 31— | | Increase(+) Decrease(—) |
|--|-----------------|-----------------|----------------------------|
| | 1918 | 1917 | |
| Balance, December 31, 1917..... | P50, 778. 10 | P748, 104. 20 | — 697, 331. 10 |
| Credits: | | | |
| Allotment from public revenues..... | 6, 580, 071. 58 | 4, 553, 245. 16 | + 1, 976, 826. 42 |
| Receipts from operation: | | | |
| Sales income..... P61, 311. 53 | | | |
| Sales of fixed assets..... 1, 819. 49 | 63, 131. 02 | 37, 156. 93 | + 25, 974. 09 |
| Total balance and credits..... | 6, 643, 975. 70 | 5, 338, 506. 29 | + 1, 305, 469. 41 |
| Reversion (deduct)..... | 93, 167. 73 | 73, 787. 84 | + 19, 379. 89 |
| Total current capital..... | 6, 550, 807. 97 | 5, 264, 789. 45 | + 1, 286, 069. 52 |
| Debits: | | | |
| Total expense current appropriation: | | | |
| Net expense..... P5, 339, 651. 34 | | | |
| Income reverted considered as reducing expense..... 93, 167. 73 | 5, 432, 819. 07 | 4, 104, 293. 68 | + 1, 328, 525. 39 |
| Total expense miscellaneous appropriation..... | 727, 625. 99 | 1, 146, 282. 58 | — 418, 656. 59 |
| Total expense..... | 6, 160, 445. 06 | 5, 250, 576. 26 | + 909, 868. 80 |
| Service and miscellaneous income (deduct)..... | 30, 036. 71 | 36, 630. 91 | — 6, 594. 20 |
| Total net expense..... | 6, 130, 408. 35 | 5, 213, 945. 35 | + 916, 463. 00 |
| Balance, December 31, 1918 (see exhibit A)..... | 420, 399. 62 | 50, 773. 10 | + 369, 626. 52 |

* For details see Exhibits D and E.

No. 29.—Operation Statement for 1918—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

| Items | Fiscal Year 1918 | Fiscal Year 1917 | Increase(+) Decrease(—) |
|--|---------------------|---------------------|----------------------------|
| Authorization: | | | |
| New appropriations for the year | P6, 530, 071. 58 | P4, 553, 245. 16 | + P1, 976, 826. 42 |
| Public service appropriation, 1918, Act 2785; 1917, Act 2727 | 5, 420, 150. 00 | 4, 100, 020. 00 | + 1, 320, 130. 00 |
| Appropriation transferred to special scholarships, non-Christian tribes from Act 2785. | (10, 000. 00) | — | — 10, 000. 00 |
| Indefinite appropriation, Act 357 | 29, 021. 58 | 10, 304. 43 | + 18, 717. 15 |
| Emergency Board allotment for the completion of the intermediate school building, at Cawit, Cavite | — | 2, 500. 00 | — 2, 500. 00 |
| Appropriation for school buildings, Act 2704 | — | 250, 000. 00 | — 250, 000. 00 |
| Appropriation for primary schools on friar land estates, Act 2693 | — | 25, 000. 00 | — 25, 000. 00 |
| Appropriation for improvement school lands, Act 2704 | — | 15, 000. 00 | — 15, 000. 00 |
| Appropriation for Central Luzon Agricultural School improvement, Act 2704 | — | 20, 000. 00 | — 20, 000. 00 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act 2704 | — | 20, 000. 00 | — 20, 000. 00 |
| Appropriation for Insular aid for construction of provincial and farming schools, Act 2704 | — | 50, 000. 00 | — 50, 000. 00 |
| Appropriation for Philippine Nautical School site and building, Act 2704 | — | 60, 000. 00 | — 60, 000. 00 |
| Appropriation for primary schools, non-Christian tribes, Act 2531 (Transferred to Girls' Dormitory Industrial School) | — | (25, 000. 00) | + 25, 000. 00 |
| Appropriation for Filipino Girls' Dormitory, Baguio Industrial School, Act 2531 (Transferred from primary schools, N. C. Tribes, Act 2531) | — | 25, 000. 00 | — 25, 000. 00 |
| Appropriation for barrio schoolhouses, Act 2029—Receipts automatically appropriated. | — | 420. 73 | — 420. 73 |
| Appropriation for Insular aid, barrio, central, intermediate, and farm school buildings, Act 2736. | 250, 000. 00 | — | + 250, 000. 00 |
| Appropriation for Insular school buildings, Act 2736 | 200, 000. 00 | — | + 200, 000. 00 |
| Appropriation for buildings and sites non-Christian & special provinces, Act 2736 | 100, 000. 00 | — | + 100, 000. 00 |
| Appropriation for buildings and sites non-Christian & special provinces, (Transferred to Girls' Dormitory, Baguio, Act 2736) | (10, 000. 00) | — | — 10, 000. 00 |
| Appropriation for Filipino Girls Dormitory, Baguio, (Transferred from buildings and sites, non-Christian & special provinces, Act 2736) | 10, 000. 00 | — | + 10, 000. 00 |
| Appropriation for Insular Aid, Manila High School, Act 2736 | 100, 000. 00 | — | + 100, 000. 00 |
| Appropriation for buildings and sites, Normal School, Act 2736 | 300, 000. 00 | — | + 300, 000. 00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | 30, 000. 00 | — | + 30, 000. 00 |
| Appropriation for irrigation system, Central Luzon Agricultural School, Act 2736 | 20, 000. 00 | — | + 20, 000. 00 |
| Appropriation for construction of a schoolhouse in the barrio of Talaga, Municipality of Tanawan, Batangas, Act 2729 | 15, 000. 00 | — | + 15, 000. 00 |
| Appropriation for construction of two cottages, Baguio, Act 2736 | 16, 000. 00 | — | + 16, 000. 00 |
| Appropriation for construction of Dormitory and garage, Baguio, Act 2736 | 9, 900. 00 | — | + 9, 900. 00 |
| Appropriation for purchase and improvement of necessary lands for Philippine Nautical School, Act 2736 | 50, 000. 00 | — | + 50, 000. 00 |
| Appropriation balances from prior year | 50, 773. 10 | 748, 104. 20 | — 697, 331. 10 |
| Appropriation for barrio schoolhouses, Act 2029 | — | 241. 84 | — 241. 84 |
| Appropriation for construction of school buildings, Act 2583, (Central Luzon Agricultural School) | — | 3, 162. 36 | — 3, 162. 36 |
| Appropriation for primary schools, non-Christian tribes, Act 2531 | — | 744, 700. 00 | — 744, 700. 00 |
| Public service appropriation, 1918, Act 2785, 1917, Act 2672 | 6, 030. 75 | — | + 6, 030. 75 |

No. 29.—Operation Statement for 1918—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

| Items | Fiscal Year 1918 | Fiscal Year 1917 | Increase(+) Decrease(—) |
|---|---------------------|---------------------|----------------------------|
| Authorization—Continued. | | | |
| Appropriation balances from prior year—Ctd. | | | |
| Appropriation for improvement Insular school site, Manila, Act 2704 | P5,550.43 | | + P5,550.43 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2704 | 768.24 | | + 768.24 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act 2704 | 337.26 | | + 337.26 |
| Appropriation for Philippine Nautical School site and building, Act 2704 | 38,086.42 | | + 38,086.42 |
| Net authorizations | 6,580,844.68 | P5,301,349.36 | + 1,279,495.32 |
| Conversions and balances: | | | |
| Appropriation charges | 6,160,445.06 | 5,250,576.26 | + 909,868.80 |
| Salaries | 2,405,737.83 | 2,504,482.59 | — 98,744.76 |
| Wages | 51,108.52 | 44,815.02 | + 6,293.50 |
| Travel expense of personnel | 229,437.49 | 218,741.67 | + 12,695.82 |
| Freight, express, and delivery service | 24,601.57 | 25,562.98 | — 961.41 |
| Postal, telegraph, telephone, and cable service | 26,821.77 | 24,873.20 | + 2,448.57 |
| Illumination and power service | 8,602.59 | 6,151.11 | + 2,451.48 |
| Miscellaneous service | 16,069.95 | 14,773.26 | + 1,296.69 |
| Rental of buildings and grounds | 9,388.49 | 8,600.00 | + 788.49 |
| Consumption of supplies and materials | 494,933.12 | 482,273.56 | + 12,659.56 |
| Printing and binding reports, documents and publications | 14,796.00 | 10,380.40 | + 4,415.60 |
| Cash contributions and gratuities (other than to local governments) | 46,998.90 | 42,710.68 | + 4,288.22 |
| Travel expense of persons not government employees | 3,566.08 | 4,364.81 | — 798.73 |
| Maintenance and repair (contract payments only) | 34,543.86 | 23,028.00 | + 11,515.86 |
| Purchase of equipment | 56,147.49 | 61,489.25 | — 5,321.76 |
| Purchase of public works | 99,625.99 | 98,420.01 | + 1,205.98 |
| Deterioration of supplies and sales stock | 36,950.26 | 15,853.11 | + 21,097.15 |
| Extraordinary losses | 411.50 | 1,029.54 | — 618.04 |
| Cash contributions to local governments | 2,600,708.65 | 1,665,607.57 | + 935,096.08 |
| Appropriation balances, carried forward | 420,399.62 | 50,773.10 | + 369,626.52 |
| Public service appropriation, 1918, Act 2727; 1917, Act 2672 | 12,383.26 | 6,080.75 | + 6,302.51 |
| Appropriation for improvement of Insular school lands, Act 2704 | | 5,550.43 | — 5,550.43 |
| Appropriation for Central Luzon Agricultural School improvements, Act 2704 | | 768.24 | — 768.24 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act 2704 | | 337.26 | — 337.26 |
| Appropriation for Philippine Nautical School site and building, Act 2704 | | 38,086.42 | — 38,086.42 |
| Appropriation for Insular aid, barrio, central, intermediate, and farm school buildings, Act 2736 | 27,000.00 | | + 27,000.00 |
| Appropriation for insular aid, provincial school buildings, Act 2736 | 50,000.00 | | + 50,000.00 |
| Appropriation for buildings and sites, non-Christian & special provinces, Filipino Girls' Dormitory, Act 2736 | 1,006.20 | | + 1,006.20 |
| Appropriation for Insular aid, Manila High School, Act 2736 | 100,000.00 | | + 100,000.00 |
| Appropriation for buildings and sites, Normal Schools, Act 2736 | 150,000.00 | | + 150,000.00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | 754.41 | | + 754.41 |
| Appropriation for irrigation system, Central Luzon Agricultural School, Act 2736 | 3,355.75 | | + 3,355.75 |
| Appropriation for construction of two cottages, Baguio, Act 2736 | 16,000.00 | | + 16,000.00 |
| Appropriation for construction of dormitory and garage, Baguio, Act 2736 | 9,900.00 | | + 9,900.00 |
| Appropriation for purchase and improvement of necessary land for the Philippine Nautical School, Act 2736 | 50,000.00 | | + 50,000.00 |
| Total conversions and balances | 6,580,844.68 | 5,301,349.36 | + 1,279,495.32 |

No. 29.—Operation Statement for 1918—Continued

EXHIBIT E.—STATEMENT OF CURRENT APPROPRIATION ACCOUNT ACTS
2727 AND 357

| | December 31— | | Increase(+) Decrease(—) |
|---|---------------|---------------|-------------------------|
| | 1918 | 1917 | |
| Operation—Income and expense:* | | | |
| Expense— | | | |
| Compensation of supervisory, technical, teaching, and clerical employees..... | P2,405,737.83 | P2,504,482.59 | — P98,744.76 |
| Labor..... | 51,108.52 | 44,815.02 | + 6,293.50 |
| Travel expense of personnel..... | 229,437.49 | 216,741.67 | + 12,695.82 |
| Freight and delivery service..... | 24,601.57 | 25,552.98 | — 951.41 |
| Postal, telegraph, telephone, and cable service..... | 26,821.77 | 24,373.20 | + 2,448.57 |
| Illumination and power service..... | 8,602.59 | 6,151.11 | + 2,451.48 |
| Miscellaneous service..... | 16,069.95 | 14,773.26 | + 1,296.69 |
| Rental of buildings and grounds..... | 9,388.49 | 8,600.00 | + 788.49 |
| Consumption of supplies and materials..... | 494,933.12 | 482,273.56 | + 12,659.56 |
| Deterioration of supplies and sales stock..... | 36,950.26 | 15,853.11 | + 21,097.15 |
| Printing and binding reports, documents and publications..... | 14,796.00 | 10,330.40 | + 4,465.60 |
| Contribution and gratuities..... | 46,998.90 | 42,710.68 | + 4,288.22 |
| Travel expense of persons not government employees..... | 3,566.08 | 4,364.31 | — 798.23 |
| Maintenance and repairs..... | 34,543.86 | 23,028.00 | + 11,515.86 |
| Extraordinary losses..... | 411.50 | 1,029.54 | — 618.04 |
| Total expense of operation..... | 3,403,967.93 | 3,425,079.43 | — 21,111.50 |
| Income— | | | |
| Industrial department of the Trade School..... | 756.79 | 2,084.98 | — 1,328.19 |
| Central Luzon Agricultural School..... | 293.68 | 114.94 | + 178.74 |
| Net receipts from sales of supplies: | | | |
| Sales income..... (P657,060.79) | | | |
| Sales issues, division sales..... | 298,497.15 | | |
| Sales issues, General Sales Department..... | 263,577.75 | | |
| Sales issues, Philippine School of Arts and Trades..... | 186.00 | | |
| Sales issues, Storehouse, General Office..... | 33,488.36 | | |
| | 61,311.53 | 35,854.87 | + 25,456.66 |
| Liquidation of fixed assets: | | | |
| Receipts from sales of fixed assets..... (1,819.49) | | | |
| Liquidation of fixed assets..... (24,334.58) | | | |
| Capital value of fixed assets sold..... | 1,652.27 | | |
| Fixed assets contributed to local governments..... | 8,833.17 | | |
| Depreciation and losses of fixed assets sold..... | 13,849.14 | | |
| | 1,819.49 | 1,302.06 | + 517.43 |
| Miscellaneous revertible income: | | | |
| Fines and forfeitures..... (106.60) | | | |
| Income from rentals..... (541.35) | | | |
| Service income..... (23,788.77) | | | |
| Inventory adjustments..... (429.20) | | | |
| Miscellaneous receipts..... (1,408.85) | | | |
| Credits prior year expense..... (2,711.47) | | | |
| | 23,986.24 | 34,430.99 | — 5,444.75 |
| Total income from operation..... | 98,167.73 | 73,787.84 | + 19,379.89 |
| Net expense of operation..... | 3,310,800.20 | 3,351,291.59 | — 40,491.39 |

* For 1917 separate income and expense accounts were not kept for the Industrial Department of the Philippine School of Arts and Trades and the Subsistence Department of the Central Luzon Agricultural School. Net Income is included with "Miscellaneous Revertible Income" account below.

No. 29.—*Operation Statement for 1918*—Continued**EXHIBIT E.—STATEMENT OF CURRENT APPROPRIATION ACCOUNT ACTS
2727 AND 287—Continued.**

| | December 30— | | Increase(+) Decrease(—) |
|---|-----------------|--------------|----------------------------|
| | 1918 | 1917 | |
| Operation—Income and expense*—Continued. | | | |
| Income—Continued. | | | |
| Cash contributions to provinces and municipalities..... | P1, 972, 708.65 | P617, 745.00 | +P1, 354, 968.65 |
| Capital expense: | | | |
| Outlays— | | | |
| Watercraft and appurtenances..... | 1,334.50 | | |
| Motor-vehicle accessories..... | 12,180.67 | | |
| Land transportation..... | 961.80 | | |
| Industrial machinery and implements..... | 1,741.06 | | |
| Hand tools..... | 1,645.03 | | |
| Furniture and office equipment..... | 35,453.32 | | |
| Industrial and scientific exhibits..... | 4.10 | | |
| Technical and scientific equipment..... | 955.36 | | |
| Fire-fighting equipment..... | 84.00 | | |
| Miscellaneous equipment..... | 1,787.65 | | |
| | 56,147.49 | 61,469.25 | — 5,321.76 |
| Net expense..... | 5,339,651.84 | 4,030,506.84 | +1,309,145.00 |

* For 1917 separate income and expenses accounts were not kept for the Industrial Department of the Philippine School of Arts and Trades and the Subsistence Department of the Central Luzon Agricultural School. Net Income is included with "Miscellaneous Reversible Income" account below.

NOTE.—This operation statement (all Exhibits) has to do with Insular-school accounts only. The details of provincial and of municipal-school accounts are reported by the respective provincial and municipal treasurers. Tables 2 and 26 show the total of all school expenditures.

No. 30.—Insular Expenditures

A table showing, by divisions and for the Islands, the distribution of disbursements for salaries and wages and for incidental expenses made from the Insular appropriation, Bureau of Education, fiscal year, 1918, for the period January 1 to December 31, 1918.

| Division | Salaries and Wages | | | | | | | | | | Incidentals | | | | | | | |
|---------------------------------|--------------------|----------------|-------------------|-------------------|----------------------|-------------------|----------------------|---|---------------|--------------------------------|-----------------------|--------------------|---------------------------------------|-------------------------|-----------|--------------------------|--------------------------|--|
| | Grand Total | Total Salaries | Total Incidentals | American Regulars | American Temporaries | Filipino Regulars | Filipino Temporaries | Directors, Division Superintendents, and Clerks | Miscellaneous | Traveling Expense of Personnel | Postage and Telegrams | Contingent Service | Consumption of Supplies and Materials | Maintenance and Repairs | Outlays | Aid to Local Governments | | Miscellaneous, Including Deterioration of Supplies |
| | | | | | | | | | | | | | | | | Primary Instruction | Intermediate and Special | |
| Manila | P189,481.13 | P128,860.59 | P60,620.54 | P64,947.78 | P29,745.47 | P13,383.61 | P14,457.41 | P6,326.32 | | | | | P41,174.40 | | P1,065.05 | P16,250.00 | | P2,131.09 |
| Albay | 90,890.21 | 56,914.52 | 33,975.69 | 30,123.06 | | 14,044.10 | 5,078.28 | 7,502.05 | P167.03 | P5,038.63 | P510.19 | | 8,001.38 | P243.66 | 797.49 | 13,050.00 | P5,584.00 | 750.34 |
| Antique | 46,960.64 | 20,699.68 | 26,260.96 | | | 10,561.55 | 5,862.16 | 4,275.97 | | 2,196.30 | 270.97 | | 4,728.73 | | 1,101.91 | 9,500.00 | 8,088.00 | 375.05 |
| Bataan | 29,347.69 | 18,232.72 | 11,114.97 | | | 13,721.22 | 602.84 | 3,908.66 | | 1,648.28 | 129.78 | | 4,452.16 | | 1,088.40 | 8,000.00 | 600.00 | 196.35 |
| Batanes | 8,189.24 | 4,729.20 | 3,460.04 | | | 885.00 | 3,724.54 | 119.66 | | 253.85 | 14.60 | | 1,791.59 | | | 1,400.00 | | |
| Batangas | 99,569.25 | 61,111.38 | 38,457.87 | 21,651.91 | 3,264.52 | 24,866.24 | 2,443.36 | 8,340.90 | | 2,531.49 | 322.34 | P.80 | 10,702.55 | 25.04 | | 14,900.00 | 9,184.00 | 791.65 |
| Bohol | 123,639.59 | 60,978.75 | 62,660.84 | 18,797.88 | 622.58 | 21,441.65 | 11,785.09 | 8,274.95 | | 5,095.26 | 419.83 | | 16,432.62 | | | 29,300.00 | 10,136.00 | 1,277.18 |
| Bohican | 113,732.20 | 62,634.89 | 51,097.31 | 16,556.77 | 1,753.26 | 34,096.92 | 2,538.79 | 7,449.49 | | 3,050.81 | 286.06 | 15.00 | 10,234.33 | 55.18 | | 14,200.00 | 22,556.00 | 699.93 |
| Cagayan | 94,896.98 | 53,439.01 | 41,457.97 | 24,835.32 | 1,583.43 | 14,502.82 | 6,222.90 | 6,294.54 | | 3,170.78 | 269.93 | 5.17 | 13,076.25 | | 1,075.37 | 13,250.00 | 10,082.00 | 578.47 |
| Camarines | 99,763.51 | 59,056.09 | 40,707.42 | 27,612.68 | | 15,038.57 | 7,863.66 | 8,281.18 | | 260.60 | 4,168.78 | | 10,489.54 | 19.75 | 1,134.00 | 12,200.00 | 11,040.00 | 1,007.58 |
| Capiz | 115,125.39 | 56,405.90 | 58,719.49 | 22,601.77 | 2,853.35 | 19,258.59 | 4,765.95 | 6,890.76 | | 35.48 | 4,808.21 | | 13,119.22 | 38.10 | 1,347.23 | 19,897.00 | 18,528.00 | 516.01 |
| Cavite | 87,684.16 | 50,230.08 | 37,354.08 | 19,636.78 | 1,509.99 | 20,437.74 | 2,608.52 | 6,039.55 | | 102.50 | 2,157.08 | | 5,523.44 | 61.69 | 1,092.58 | 11,500.00 | 16,080.00 | 798.73 |
| Cebu | 233,982.51 | 94,270.80 | 139,711.71 | 42,046.25 | 4,196.90 | 21,939.11 | 17,123.84 | 8,702.54 | | 262.56 | 5,756.52 | | 18,175.72 | 107.04 | 1,091.00 | 32,300.00 | 79,216.00 | 2,480.01 |
| Ilocos Norte | 165,071.96 | 58,456.84 | 106,615.12 | 29,118.11 | 680.22 | 20,033.32 | 2,603.43 | 5,550.50 | | 471.26 | 2,188.17 | | 13,299.96 | 48.50 | 175.75 | 16,000.00 | 72,976.00 | 1,727.81 |
| Ilocos Sur | 118,484.15 | 70,084.13 | 48,400.02 | 28,871.03 | 2,154.09 | 25,313.68 | 4,891.53 | 8,506.00 | | 347.20 | 3,005.78 | | 6,906.68 | 13.75 | 125.48 | 22,396.65 | 14,488.00 | 925.88 |
| Abra | 33,998.12 | 21,384.06 | 12,614.06 | 5,872.04 | | 13,187.84 | 2,189.66 | 120.00 | | 14.52 | 1,507.14 | | 1,919.92 | | | 3,407.00 | 7,680.00 | |
| Iloilo | 179,589.17 | 92,375.71 | 87,213.46 | 36,544.65 | 6,940.38 | 26,615.48 | 12,669.99 | 9,345.21 | | 260.00 | 5,082.06 | | 17,696.50 | 363.61 | 2,770.23 | 28,100.00 | 30,480.00 | 2,392.71 |
| Isabela | 51,052.71 | 30,598.60 | 20,454.11 | 13,134.79 | | 5,328.20 | 6,716.78 | 5,362.38 | | 54.45 | 2,567.81 | | 4,745.18 | | | 8,450.00 | 4,048.00 | 406.54 |
| Laguna | 103,353.08 | 49,822.07 | 53,531.01 | 23,111.86 | | 17,783.04 | 1,965.50 | 6,958.67 | | 3.00 | 1,732.95 | 1.50 | 17,631.60 | 523.67 | | 14,400.00 | 18,288.00 | 747.85 |
| Leyte | 163,666.19 | 85,206.52 | 78,459.67 | 42,404.06 | 3,890.64 | 21,992.39 | 8,574.63 | 8,329.28 | | 15.52 | 5,483.10 | | 14,517.66 | 108.40 | 380.00 | 32,400.00 | 22,568.00 | 2,093.15 |
| Mindanao and Sulu | 631,800.00 | | 631,800.00 | | | | | | | | | | | | | | 631,800.00 | |
| Mindoro | 41,518.54 | 18,829.13 | 22,689.41 | | | 11,486.52 | 3,680.46 | 3,662.15 | | 3,542.51 | 206.58 | | 2,030.60 | | | 6,650.00 | 10,196.00 | 63.72 |
| Misamis | 53,697.10 | 32,515.44 | 21,181.66 | 13,920.69 | | 5,109.77 | 7,442.97 | 6,042.01 | | 2,915.68 | 392.11 | | 6,991.03 | 4.10 | | 8,600.00 | 1,472.00 | 806.74 |
| Mountain Province | 153,983.86 | | 153,983.86 | | | | | | | | | | (162.18) | | | 2,700.00 | 151,422.00 | 24.04 |
| Nueva Ecija | 85,247.02 | 42,981.72 | 42,265.30 | 11,316.46 | 688.83 | 20,759.31 | 4,055.47 | 6,069.39 | | 92.26 | 3,369.82 | | 10,915.57 | 154.42 | 1,089.32 | 13,700.00 | 12,428.00 | 391.56 |
| Nueva Vizcaya | 75,190.18 | 5,599.67 | 69,590.51 | 5,556.66 | | | 43.01 | | | | | | (137.77) | | | 2,200.00 | 67,528.00 | 28.28 |
| Occidental Negros | 118,915.30 | 63,357.14 | 55,558.16 | 26,598.02 | | 19,337.69 | 10,205.42 | 6,952.68 | | 5,524.57 | 737.46 | 3.76 | 12,959.42 | 264.32 | 7.75 | 19,400.00 | 16,024.00 | 636.88 |
| Oriental Negros | 94,925.77 | 46,625.01 | 48,800.76 | 18,647.99 | 1,315.35 | 14,087.06 | 7,033.24 | 5,541.34 | | 5,244.97 | 334.73 | | 10,711.73 | 72.04 | 1,318.21 | 21,850.00 | 8,256.00 | 512.48 |
| Palawan | 49,891.12 | 28,200.08 | 21,691.04 | 6,851.90 | | 10,171.95 | 5,440.07 | 5,346.16 | | 2,040.83 | 180.87 | 27.72 | 3,713.69 | | | 4,900.00 | 10,720.00 | 107.93 |
| Pampanga | 104,432.98 | 62,965.74 | 41,466.24 | 19,236.99 | 4,536.33 | 27,602.44 | 3,814.32 | 7,516.61 | | 260.05 | 3,030.59 | | 15,381.48 | 183.72 | (64.91) | 13,500.00 | 8,168.00 | 1,039.12 |
| Pangasinan | 202,766.10 | 111,648.35 | 91,117.75 | 44,586.29 | 2,833.28 | 43,601.33 | 9,800.28 | 10,023.94 | | 803.23 | 5,203.51 | | 19,123.19 | 3.40 | 1,067.34 | 31,900.00 | 29,868.00 | 3,760.80 |
| Rizal | 89,140.12 | 50,765.08 | 38,375.04 | 17,461.44 | 2,329.57 | 19,286.02 | 5,495.18 | 6,011.67 | | 181.20 | 1,943.92 | | 9,191.95 | 166.18 | 3.87 | 12,400.00 | 13,904.00 | 613.20 |
| Romblon | 36,061.49 | 16,855.80 | 19,206.19 | 3,175.00 | 230.98 | 5,290.37 | 5,157.69 | 2,974.29 | | 20.97 | 2,092.30 | | 7,023.70 | | 383.39 | 5,308.00 | 4,080.00 | 171.78 |
| Samar | 109,901.85 | 59,056.63 | 50,815.22 | 23,893.64 | 684.94 | 15,353.35 | 12,965.39 | 6,170.12 | | 19.19 | 6,808.67 | | 9,925.30 | 20.40 | 508.25 | 23,300.00 | 8,824.00 | 871.20 |
| Sorsogon | 78,339.35 | 44,571.61 | 33,767.74 | 19,586.53 | 2,169.84 | 8,164.77 | 8,476.51 | 6,162.52 | | 11.44 | 3,779.77 | | 6,891.98 | 1.71 | 1,095.45 | 17,800.00 | 3,312.00 | 448.49 |
| Superintendent, Private Schools | 8,213.70 | 7,444.51 | 769.19 | 3,480.85 | | | 3,963.66 | | | | 769.19 | | | | | | | |
| Surigao | 61,723.30 | 30,789.47 | 30,933.83 | 10,287.88 | 1,560.31 | 7,105.17 | 6,224.56 | 5,611.55 | | 2,969.28 | 384.99 | | 3,724.56 | | | 10,400.00 | 18,168.00 | 287.00 |
| Tarlac | 76,329.48 | 40,627.54 | 35,701.94 | 8,344.95 | 3,538.57 | 20,953.80 | 1,453.60 | 6,336.62 | | 2,434.82 | 322.91 | | 10,420.22 | 1.40 | | 12,600.00 | 9,512.00 | 410.59 |
| Tayabas | 113,100.10 | 60,198.52 | 52,901.58 | 16,261.30 | 3,242.57 | 26,634.88 | 7,084.49 | 6,728.19 | | 4,397.35 | 615.45 | 6.00 | 12,753.54 | 39.86 | 507.97 | 18,450.00 | 15,392.00 | 689.41 |
| Union | 94,961.40 | 49,793.94 | 45,167.46 | 18,112.09 | 600.00 | 22,872.60 | 1,840.58 | 6,158.67 | | 210.00 | 276.47 | 14.80 | 7,654.13 | 60.66 | | 14,300.00 | 19,432.00 | 698.71 |
| Zambales | 60,407.50 | 31,036.50 | 29,371.00 | 6,300.91 | 1,714.17 | 15,703.88 | 2,316.93 | 4,803.50 | | 197.09 | 2,473.89 | | 5,850.78 | | | 10,900.00 | 9,392.00 | 499.76 |
| General Office | 310,539.93 | 204,550.94 | 105,988.99 | 25,311.61 | 3,441.13 | 4,114.65 | 19,700.02 | 134,322.34 | | 17,661.19 | 9,750.11 | 3,998.76 | 50,087.22 | 9,306.72 | 6,531.28 | | | 26,364.90 |
| General Sales Department | 10,662.91 | 5,379.84 | 5,273.07 | | | | | | | 5,379.84 | | 1,540.57 | 2,958.84 | 71.59 | 26.79 | | | 645.28 |
| Insular Schools: | | | | | | | | | | | | | | | | | | |

No. 31.—*Summary of Property Transactions and Statements of Sales during the Fiscal year, January 1 to December 31, 1918*

Property Transactions

| Divisions | On Hand January 1, 1918 | Issued | Expended | Sold | On Hand December 1, 1918 | Statement of Sales (Primary Texts, etc.) |
|--|-------------------------------|-------------------|-------------------|-------------------|--------------------------------|--|
| Equipment: | | | | | | |
| City Schools | P26,751.73 | P6,024.49 | (P1,308.89) | P8.12 | P34,076.99 | P29,997.22 |
| Agusan | 90 | | | | 90 | |
| Albay | 936.14 | 797.49 | (349.72) | P665.54 | 1,417.81 | 7,388.88 |
| Antique | 500.55 | 1,101.91 | 70.92 | | 1,531.54 | 4,438.17 |
| Bataan | 322.13 | 1,088.40 | 352.64 | | 1,057.89 | 2,824.47 |
| Batanes | 22.09 | | 22.09 | | | |
| Batangas | 181.26 | | 134.04 | | 47.22 | 8,160.21 |
| Bohol | 1,982.21 | | 312.71 | | 1,669.50 | 8,097.45 |
| Bukidnon | 14.51 | | 14.51 | | | |
| Bulacan | 2,153.77 | | 433.13 | | 1,720.64 | 10,603.02 |
| Cagayan | 71.72 | 1,075.37 | 69.20 | | 1,077.89 | 6,668.97 |
| Camarines | 200.31 | 1,134.00 | 84.57 | | 1,249.74 | 11,613.23 |
| Capiz | 769.24 | 1,347.23 | 35.49 | 241.94 | 1,889.04 | 7,064.76 |
| Cavite | 1,523.67 | 1,092.58 | 912.38 | | 1,708.87 | 7,224.40 |
| Cebu | 1,686.99 | 1,091.00 | 228.55 | 1.00 | 2,530.44 | 17,712.53 |
| Ilocos Norte | 2,510.63 | 175.75 | 392.41 | | 2,283.97 | 14,477.23 |
| Ilocos Sur | 1,173.96 | 125.48 | 544.21 | | 755.23 | 16,970.37 |
| Iloilo | 1,131.28 | 2,770.23 | 146.11 | | 3,755.40 | 18,861.16 |
| Isabela | 340.20 | | | | 340.20 | 5,420.34 |
| Laguna | 130.26 | | 123.00 | | 7.26 | 10,773.86 |
| Leyte | 2,899.56 | 380.00 | 208.60 | | 3,070.96 | 16,714.92 |
| Mindoro | 27.38 | | 21.38 | 6.00 | | 3,404.51 |
| Misamis | 433.58 | 1,067.34 | 433.58 | | 1,067.34 | 6,269.16 |
| Mountain | 590.16 | | 590.16 | | | 169.39 |
| Nueva Ecija | 2,992.34 | 21.98 | 75.22 | 29.70 | 2,909.40 | 7,065.00 |
| Nueva Vizcaya | 456.38 | | 456.38 | | | 186.75 |
| Occidental Negros | 2,921.40 | 7.75 | 15.36 | | 2,913.79 | 10,759.31 |
| Oriental Negros | 682.04 | 1,318.21 | 28.26 | | 1,971.99 | 4,427.54 |
| Palawan | 178.05 | | 163.79 | | 14.26 | 2,217.89 |
| Pampanga | 2,467.98 | (64.91) | 23.07 | 65.74 | 2,314.26 | 8,826.58 |
| Pangasinan | 1,634.66 | 1,067.34 | (100.03) | 7.68 | 2,794.35 | 21,282.96 |
| Rizal | 571.55 | 3.37 | 558.71 | | 16.21 | 9,142.41 |
| Romblon | 124.87 | 383.39 | 130.31 | | 377.95 | 2,436.99 |
| Samar | 30.76 | 503.25 | | | 534.01 | 6,520.18 |
| Sorsogon | 314.01 | 1,095.45 | 46.13 | | 1,363.33 | 7,082.47 |
| Surigao | 30.76 | | 30.76 | | | 2,344.40 |
| Tarlac | 404.25 | | 313.84 | | 90.41 | 11,780.63 |
| Tayabas | 2,036.74 | 507.97 | | | 2,544.71 | 11,423.68 |
| Union | 707.78 | | 100.10 | | 597.68 | 10,245.39 |
| Zambales | 228.75 | | 228.75 | | | 5,282.05 |
| Nautical School | | 7,839.34 | (2,357.12) | | 10,196.46 | 323.18 |
| Normal School | 50,897.33 | 1,390.12 | (64.70) | 89.36 | 52,262.79 | 9,649.29 |
| Trade School | 96,390.30 | 7,968.77 | 7,358.39 | 4,902.20 | 92,098.48 | 2,445.62 |
| General Office | 97,368.58 | 6,531.28 | 3,434.28 | 3,269.57 | 97,196.01 | 43,003.41 |
| Teachers' Assembly | 62,555.37 | 4,623.33 | 722.25 | 16.79 | 66,439.66 | 1.47 |
| C. L. A. S. | 61,081.42 | 4,045.17 | 1,036.99 | 12.93 | 64,076.67 | 2,277.68 |
| Industrial Museum | 10,466.23 | 26.79 | 2,436.14 | 10.73 | 8,016.15 | |
| General Sales Department | | | | | | 263,714.96 |
| Total equipment | 440,877.78 | 56,539.87 | 18,117.95 | 9,327.30 | 469,972.40 | 657,060.79 |
| Lands | 608,977.88 | 5,550.43 | | | 614,528.31 | |
| Buildings, School of Arts and Trades | 41,430.00 | | | | 41,430.00 | |
| Buildings and improvements | 1,605,567.37 | 77,094.05 | | | 1,682,661.42 | |
| Irrigation head-control, canals, and laterals | 19,662.74 | 10,981.51 | | | 36,644.25 | |
| Water supply head-control reservoirs, pumping stations, and conduits | 4,866.24 | | | | 4,866.24 | |
| Consumable supplies | 1,756,523.81 | 685,632.36 | 402,677.01 | 333,196.48 | 1,706,282.18 | |
| Grand total | 4,477,905.32 | 841,798.22 | 420,794.96 | 342,523.78 | 4,556,384.80 | 657,060.79 |

No. 32.—Bureau of Education Insular, Provincial, and Municipal Expenditures for Education during the Period 1912 to 1917

| | Insular | | Provincial | Municipal | Total |
|-----------------|--|--------------|--------------|---------------|---------------|
| | Instruction and Adminis- tration | Public Works | | | |
| 1912 | P3,906,455.95 | P348,066.39 | P277,272.43 | P2,211,091.36 | P6,742,886.13 |
| 1913 | 3,991,034.73 | 479,836.22 | 386,421.10 | 2,455,660.18 | 7,312,952.23 |
| 1913 (6 months) | 2,391,688.41 | 401,185.16 | | | 2,792,873.57 |
| 1914 | 4,080,055.98 | 509,678.01 | 472,538.29 | 2,303,304.34 | 7,365,576.62 |
| 1915 | 4,174,106.54 | 731,189.62 | 443,166.96 | 2,164,813.69 | 7,513,276.82 |
| 1916 | 4,323,719.10 | 383,996.88 | 463,843.76 | 2,394,787.79 | 7,566,347.63 |
| 1917 | 4,300,205.84 | 376,582.58 | 431,018.20 | 3,614,514.70 | 9,222,321.32 |
| | 27,667,266.55 | 3,230,534.86 | 2,474,260.74 | 15,144,172.06 | 48,516,234.21 |

NOTE.—The data for Insular expenditures are shown for 6½ years due to the change in the fiscal year in 1913; while for provincial and for municipal expenditures data for 6 years only are shown.

No. 33.—Insular, Provincial, and Municipal Expenditures by Provinces

The following is a table consolidating the provincial and the municipal expenditures for salaries, wages, and contingent expense for school purposes during the fiscal year, January 1 to December 31, 1917, and the Insular Expenditures during the fiscal year, January 1 to December 31, 1918.

| Provinces | Insular | Provincial | Municipal | Total (1918) | Total (1917) |
|---------------------------------------|--------------|------------|--------------|-----------------|-----------------|
| <i>Regularly organized provinces:</i> | | | | | |
| Manila | P189,481.13 | | P571,960.94 | P761,442.07 | P687,428.03 |
| Albay | 90,890.21 | P453.26 | 111,789.46 | 203,132.93 | 199,769.72 |
| Antique | 46,960.64 | 2,914.78 | 38,133.16 | 88,008.58 | 95,447.99 |
| Bataan | 29,347.69 | 986.46 | 19,777.50 | 50,111.65 | 42,961.07 |
| Batangas | 99,569.25 | 3,006.55 | 146,184.95 | 248,760.75 | 203,612.69 |
| Bohol | 123,639.59 | 25,844.19 | 119,711.64 | 269,195.42 | 232,264.54 |
| Bulacan | 113,732.20 | 3,082.56 | 139,456.01 | 256,270.77 | 192,766.49 |
| Cagayan | 94,896.98 | 986.14 | 83,210.78 | 179,093.90 | 129,097.65 |
| Camarines | 99,763.51 | 5,470.50 | 75,838.66 | 181,072.67 | 163,076.73 |
| Capiz | 115,125.39 | 5,469.85 | 103,446.82 | 224,042.06 | 200,003.59 |
| Cavite | 87,684.16 | 3,212.82 | 103,333.49 | 194,230.47 | 131,550.64 |
| Cebu | 233,982.51 | 8,498.56 | 168,685.73 | 411,166.80 | 305,453.76 |
| Ilocos Norte | 165,071.96 | 3,235.04 | 101,861.25 | 270,168.25 | 145,090.79 |
| Ilocos Sur | 118,484.15 | 4,488.80 | 88,436.32 | 211,409.27 | 221,024.24 |
| Abra | 33,998.12 | 6,500.52 | 45,070.38 | 85,569.02 | |
| Iloilo | 179,589.17 | 7,813.20 | 225,009.20 | 412,411.57 | 302,722.51 |
| Isabela | 51,052.71 | 13,157.23 | 40,515.70 | 104,725.64 | 377,634.77 |
| Laguna | 103,353.08 | 3,713.62 | 120,700.88 | 227,767.58 | 161,264.55 |
| Leyte | 163,666.19 | 21,275.42 | 160,451.99 | 345,393.60 | 267,803.03 |
| Misamis | 53,697.10 | 4,121.15 | 60,293.00 | 118,111.25 | 89,494.61 |
| Nueva Ecija | 85,247.02 | 1,661.88 | 76,206.27 | 163,115.17 | 151,229.83 |
| Occidental Negros | 118,915.30 | 6,589.96 | 147,857.94 | 273,363.20 | 225,318.78 |
| Oriental Negros | 94,925.77 | 6,399.22 | 76,181.04 | 177,506.03 | 128,705.08 |
| Pampanga | 104,432.98 | 5,013.51 | 133,070.84 | 242,517.33 | 166,382.88 |
| Pangasinan | 202,766.10 | 12,272.80 | 177,545.44 | 392,584.34 | 320,228.59 |
| Rizal | 89,140.12 | 4,673.20 | 96,163.39 | 189,976.71 | 169,593.69 |
| Romblon | 36,061.49 | 742.36 | | 36,803.85 | |
| Samar | 109,901.85 | 14,175.24 | 65,426.63 | 189,503.72 | 191,540.49 |
| Sorsogon | 78,339.35 | 3,853.84 | 68,423.46 | 150,616.65 | 126,430.85 |
| Superintendent, Private Schools | 8,213.70 | | | 8,213.70 | |
| Surigao | 61,723.30 | 3,759.88 | 37,693.45 | 103,176.63 | 69,793.56 |
| Tarlac | 76,329.48 | 2,937.89 | 66,903.96 | 146,171.33 | 109,057.03 |
| Tayabas | 113,100.10 | 10,003.75 | 204,336.90 | 327,440.75 | 220,334.00 |
| Union | 94,961.40 | 3,320.89 | 88,430.33 | 186,712.62 | 137,903.76 |
| Zambales | 60,407.50 | 2,034.78 | 40,964.19 | 103,406.47 | 79,971.46 |
| Total, regularly organized provinces | 3,528,451.20 | 201,669.85 | 3,803,071.70 | 7,533,192.75 | 5,944,847.40 |

No. 33.—*Insular, Provincial, and Municipal Expenditures by Provinces—Ctd.*

| Provinces | Insular | Provincial | Municipal | Total (1918) | Total (1917) |
|---|--------------|--------------|--------------|-----------------|-----------------|
| <i>Provinces not regularly organized:</i> | | | | | |
| Agusan | | P33,353.42 | P24,330.22 | P57,683.64 | P65,545.88 |
| Batanes | 8,189.24 | 464.95 | 4,264.40 | 12,918.59 | 9,421.69 |
| Bukidnon | | 28,777.63 | 14,347.57 | 43,125.20 | 37,985.21 |
| Mindoro | 41,518.54 | 2,927.78 | 31,438.71 | 75,885.03 | 54,061.47 |
| Mountain | 153,983.86 | 10,605.16 | 99,814.51 | 264,403.53 | 221,144.82 |
| Nueva Vizcaya | 75,190.18 | 14,016.97 | 21,654.74 | 110,861.89 | 84,406.19 |
| Palawan | 49,891.12 | 710.42 | 10,905.94 | 61,507.48 | 57,183.63 |
| Department of Mindanao and Sulu | | 81,330.86 | | 81,330.86 | 422,673.35 |
| Sulu | | 75,890.77 | 29,996.65 | 105,886.42 | 23,976.65 |
| Cotabato | | 62,164.33 | 35,268.98 | 97,433.31 | 11,434.58 |
| Davao | | 39,831.76 | 55,240.10 | 95,071.86 | 7,422.16 |
| Lanao | | 47,905.92 | 37,429.83 | 85,335.75 | 9,928.74 |
| Zamboanga | | 61,058.38 | 59,997.35 | 121,055.73 | 17,006.61 |
| General Office | 310,539.93 | | | 310,539.93 | 330,954.45 |
| Insular Schools | 342,033.72 | | | 342,033.72 | 262,348.38 |
| Industrial Department (Trade) | (756.79) | | | (756.79) | (2,064.98) |
| Subsistence Department (Munoz) | (293.68) | | | (293.68) | (114.94) |
| Allotments, undistributed (See table No. 30.) | 291,221.28 | | | 291,221.28 | 271,494.02 |
| Sales income and revertible receipts | (92,117.26) | | | (92,117.26) | (71,587.92) |
| Total, provinces not regularly organized | 1,179,400.14 | 459,048.35 | 424,648.00 | 2,063,196.49 | 1,814,089.99 |
| Total all provinces | 4,707,851.34 | 660,718.20 | 4,227,759.70 | 9,596,329.24 | 7,758,937.39 |
| Plus Insular aid, friar land estates | (*) | | | | 25,000.00 |
| Plus Insular aid, non-Christian schools | 631,800.00 | | | 631,800.00 | 744,000.00 |
| Plus permanent improvements | 727,625.99 | | | 727,625.99 | 376,582.58 |
| Insular Aid to municipalities and provinces | | (229,700.00) | (613,245.00) | (842,945.00) | (869,800.00) |
| Net expenditures | 6,067,277.33 | 431,018.20 | 3,614,514.70 | 10,112,810.23 | 8,035,419.97 |

* P25,000.00 was distributed by provinces.

NOTE.—In addition:

| | | |
|---|---------------|--------------|
| Voluntary contributions (regular and special provinces) | P617,399.77 | P478,802.61 |
| | 10,730,210.00 | 8,514,222.58 |



THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTIETH ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION

JANUARY 1, 1919, TO DECEMBER 31, 1919



MANILA
BUREAU OF PRINTING
1920

172332



A seventh-grade class in woodworking, Leyte Trade School.

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TWENTIETH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

MANILA, *February 18, 1920*

The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: I have the honor to submit herewith the Twentieth Annual Report of the Director of Education which covers the calendar year 1919.

INTRODUCTORY STATEMENT

On July 1, 1919, Dr. W. W. Marquardt relinquished his duties as Director of Education to accept the appointment as Educational Agent of the Philippine Islands in the United States.

The Directorate On the same day the undersigned was named Acting Director of Education. On July 2, 1919, the Second Assistant Director returned from the United States, where he spent ten months, during a part of which time he served as educational adviser of the Philippine Independence Commission. On December 12, 1919, the undersigned was appointed Director.

The history of the school year records a large increase in enrolment and in attendance. The total annual enrolment of pupils in public schools as of December, 1919, was 776,639—an increase of 104,910 pupils over the total annual enrolment as of December, 1918. There was an increase of 104,603 pupils in the elementary schools, and an increase of 307 pupils in the secondary schools. The big increase in the enrolment in the elementary schools is due largely to the increase in elementary-school funds made available by the Thirty-Million-Peso Act, the operation of which has made it possible for the Bureau of Education to discontinue the collection of tuition in intermediate schools and to provide additional elementary teachers. The increase in the enrolment in the secondary schools was not large because many of the secondary students abandoned their studies to become teachers in the lower grades.

The Bureau of Education was given authority to employ 70 new American teachers during the year. The superintendent of the Manila city schools was sent to the United States to select these teachers. Because of the shortage of teachers in the United States and because of the general response to the nation-wide appeal for better pay for teachers, he found it impossible to obtain more than 52 of the desired number. Since many of these teachers did not arrive in the Islands at the beginning of the school year 1919-20, the opening of a number of high-school classes was delayed. The time thus lost will be made up during the long vacation.

The one absolutely essential person in the school system is the classroom teacher. Schools cannot be operated at a high rate of efficiency without a high-grade teaching force. A high-grade teaching force cannot be obtained without the assurance of satisfactory compensation. The Thirty-Million-Peso Act makes it possible to increase the salaries of municipal teachers at least 30 per cent during the five-year period from January, 1919, to January, 1924. The school division which has thus far made the most progress in enlarging the figure representing the minimum teacher's salary in that division is Misamis, which has raised this figure from ₱29 to ₱31.50. Many of the other divisions have done commendable work along this line, but this Office thinks that none of the divisions has done much more than to make a start in the right direction. Salaries which heretofore provided Filipino teachers with the bare necessities of life and which were in no sense commensurate with the importance of the services required of a teacher, do not now furnish even a living wage. Without question, the one step which would most effectively improve education in the Philippines would be to provide a much higher minimum wage for all teachers—both Filipinos and Americans.

Closely related to the provision of better salaries for teachers, and largely dependent on it, is the need of more insistence on higher qualifications of teachers. During the last four years there has been a marked improvement in the professional standards of Filipino teachers—municipal, provincial, and Insular—and this improvement will continue only so long as we continue to offer better inducements. The entrance requirements of American teachers have been raised so that only college and university graduates are accepted for work in our secondary schools.

New American
Teachers

Better Salaries
for Teachers

Better Qualifications
of Teachers

Among the provinces which laid the most stress during the last year on better qualifications of teachers are: Rizal, Bulacan, and Cavite.

This Office did not approve the opening of any new secondary schools during the year because no funds were available for this purpose. The number of secondary teachers employed in 1919 exceeded the number employed in 1918 by 57. It has been the policy of the Bureau to assign practically all American teachers to secondary work. During the last year, because of the great shortage of American teachers, the number of Filipino teachers handling secondary subjects was greater than the number of American teachers handling the same subjects.

One of the outstanding features in connection with the Bureau during the year and one that has had a tremendous bearing on elementary-school activities is the increase in school funds made available by the Thirty-Million-Peso Act, which provided ₱735,000 for expenditure during 1919. Among the most propitious sequences of this liberal allowance were: (1) the opening of 136 new primary schools; (2) the abolition of the collection of tuition in intermediate schools; and (3) the employment of 2,963 additional elementary teachers. This much could not have been done, however, if it had not been for the diligent coöperation of the people, who in some places even went so far as to construct temporary school buildings and to equip them at their own expense.

The public schools are becoming more influential each year. It is chiefly through the public schools that the percentage of illiteracy in the Islands has been lowered from about 70 per cent (in 1903) to about 30 per cent (in 1919).

LEGISLATION

The 1920 appropriation for the Bureau of Education provides for an increase of ₱10 a month in the entrance salary of a junior-teacher eligible, of a normal-school graduate, of a graduate of the College of Education of the University of the Philippines, and of a senior-teacher eligible. It is hoped that this increase will attract teachers of higher attainments. Statistics show that of the 1,012 young men and young women who have graduated from the Philippine Normal School since its foundation, less than 600 are now employed in the Bureau of Education. Of the 92 graduates of the College of Education, only 30 are employed as

Secondary Schools

Elementary Schools

The Public Schools
versus Illiteracy

The 1920 Appropriation and Entrance Salaries of Teachers

teachers in the public schools. It is therefore evident that the salaries offered by the Bureau of Education have not been sufficiently high to compete with other government bureaus and with commercial houses.

The 1919 appropriation for the expenses of the Philippine Government set aside the sum of ₱300,000 to be used for the purpose of sending more government pensionados to the United

States for better training along special lines. A committee was appointed by the Council of State to decide on regulations which were to govern the choice of the pensionados thus provided for. The appropriation was found to be large enough to accommodate 125 representatives of the various branches of the Government. Before the end of November, 114 of these representatives, 35 of whom were from the Bureau of Education, had been appointed. Most of these appointees left the Islands in time to reach the United States before the middle of September. The Council of State has intrusted these students, while they are in America, to the care of Dr. W. W. Marquardt, Educational Agent of the Philippine Government in the United States. Most of the representatives sent from the Bureau of Education had had actual teaching experience of from one to fourteen years. One of them was a division superintendent.

The sending of government pensionados abroad for higher education is not a project of recent conception. The benefits to be derived from this procedure was recognized as early as 1903 when the Philippine Commission passed an act providing for the sending of 101 students to American institutions of learning. Other appropriations have been made for this purpose, but in 1918 the appropriation was large enough to accommodate only 8 appointees, 4 of whom are still in the United States.

The difficulties now encountered in securing properly trained men from the United States to fill government positions which require technical and scientific knowledge makes the special training of Filipinos more important than ever before. In no branch of the government service is this more true than in the Bureau of Education. The demand for teachers of high attainments is growing greater every year. Provision for the sending of many more of our best Filipino teachers to the United States for further educational advantages would come as a welcome solution of a difficult problem.

A copy of the agricultural-education bill, which was presented

More Government
Pensionados to the
United States

Sending of Pensiona-
dos Abroad Not a
New Project

to the Philippine Legislature last fall, appears in the Appendix (see page 82) of this report. If this bill becomes a law, it will

Proposed Agricultural-Education Bill serve in a great measure to meet our most urgent needs along agricultural lines. The proposed bill provides for ample instruction in agriculture in all grades, thus making it possible to educate Filipino young men under conditions which will create a knowledge of, and respect for, practical farm work. The bill aims at a very close coöperation between Insular and provincial authorities in extending agricultural education. It is estimated that 40 provinces will take advantage of the provisions of this bill within three years after its passage. The impetus thus given agricultural instruction in these Islands will have a tremendous bearing on the economic development of the country. The schools operated under the provisions of this act would, in a short time, be turning out each year one thousand or more graduates, most of whom would be contented to continue agricultural work as their vocation in life.

On page 85 may be found a copy of the proposed bill which would amend section 2111 of the Administrative Code so as to provide for a provincial school fund to be used for the maintenance of high, trade, and agricultural schools.

Proposed Amendment of Section 2111 of Administrative Code As these schools receive no support from the Thirty-Million-Peso Act, which provides for elementary schools only, this Office is very desirous of seeing section 2111 of the Administrative Code thus amended.

On page 84 may be found a copy of the proposed bill providing for compulsory education in non-Christian provinces. This Office recommends the passage of this bill because it thinks it will be possible to do much more effective work in these provinces if some provision is made for compulsory attendance at school.

Proposed Compulsory Education among Non-Christians

WIDER USE OF ENGLISH IN THE PHILIPPINES

Undoubtedly the most interesting problem that the Bureau of Education has been confronted with, is the introduction of the English language into all parts of the Philippine Islands with the intention of making it the common language of the people. This problem has not been undertaken with the simple idea of teaching the Filipino youth to understand English, but it has been undertaken with the idea of making English the medium of expression on the street and in the home, as well as in the classroom, in the school shop, and on the school playground.

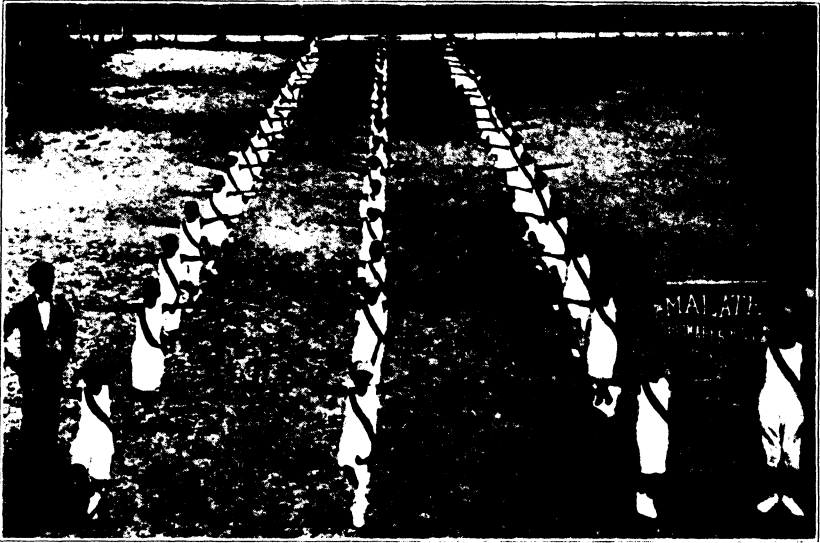
Introduction of English Interesting Problem

Probably the greatest unifying factor and the most potent tie of political union in every country is a common national language. English is more appropriate as a national language than any other because it is the best suited for communication with the outside world. The most appropriate textbooks for school use are written in English, and practically the entire field of literature is open to those who know English. The Bureau of Education has always emphasized the importance of the use of English as the common language in the Philippine Islands.

It was with the establishment of public schools that the organized effort to teach the English language was started. Teachers from America were brought to these Islands, and their mission was to serve the best interests of the people by giving them popular education and by assisting them in the development of a nation with an adequate language as the common medium of expression. Today, not only Americans but also thousands of Filipinos teach English and use English as the sole medium of instruction in the public schools.

Those who seek employment have come to realize that a knowledge of English is of the utmost importance. Government and business offices usually give preference to those who are versed in the tongue which is fast becoming the commercial language of the world. Many professional men who are not familiar with the English language have openly and repeatedly expressed the feeling that they are handicapped in the battle of life. Many pupils of schools where only Spanish is taught are attending classes outside where they can learn English.

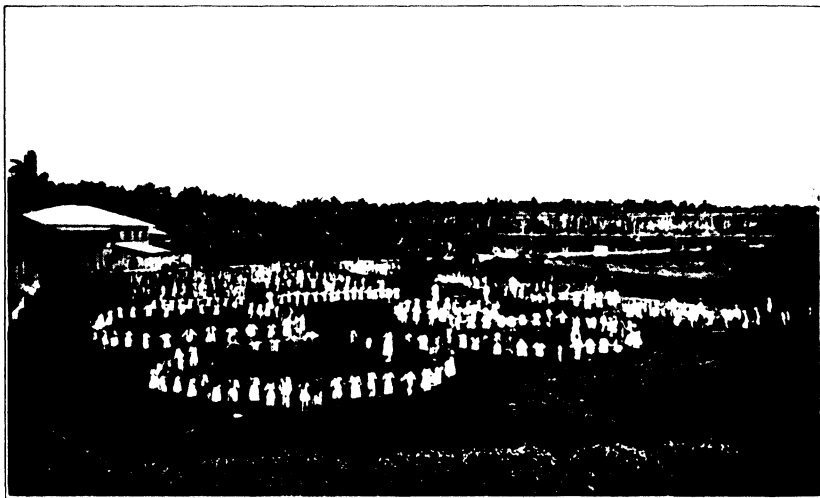
During the last school year, renewed emphasis was placed on instruction in English; more stress was laid on oral language work, which naturally precedes written work; and greater enthusiasm was aroused in the cultivation of better reading habits. Great care was taken to have American teachers handle as much of the English work in the high schools as was possible, in order to insure more accurate diction, better usage, and better pronunciation. Today English is considered the most important single subject of study in the public schools. The General Office and the division offices have put forth great efforts during the last year to make English courses more practical and more provocative of good results.



Malate Primary School pupils who won first place in the calisthenic exercises on Playground Day in Manila.



Santa Clara Primary School girls who won first prize in fourth-grade dances on Playground Day in Manila.



Pupils at the Jolo Central School at play on the school grounds.



Some of the spectators at the Playground Day exercises in Manila.

Realizing the value of good school libraries as an aid to a better understanding and use of English, supplementary lists of good books have been added quarterly to Bulletin 44 (Revised), *Libraries for Philippine Public Schools*, in order to make the suggestive list which is used in the field for the selection of books more adequate. A definite step has been taken to encourage greater use of school libraries and to stimulate reading by employing in a few large high schools teacher-librarians who devote much of their time to library work. As a result the libraries function more properly; and the books reach many more readers—both students and outsiders. This has been followed by the establishment of traveling libraries which are composed of good supplementary reading books. There are now 142 traveling libraries, of which number 84 are for primary grades, 50 are for intermediate grades, and 8 are for secondary schools.

Every year more and more Filipino young men who are products of the public schools and who are strong in the belief that English should be the national language, are being appointed to high government positions and are entering business on a larger scale. The members of the Philippine Independence Commission to the United States carried their message to the congressional committees on the Philippines in English. Reports on these hearings have been widely distributed and show clearly to what extent English has taken hold and how well it is being used by the exponents of Filipino ideals. It was chiefly through the efforts of Second Assistant Director of Education Camilo Osias, who was with the commission, that the work of the Bureau of Education was presented to many audiences in the United States as well as to the joint congressional committee on the Philippines and to the committee on insular affairs of the House of Representatives. It is significant that, after the presentation of the Philippine educational system before the congressional committees, Congressman Towner said:

You can say to the educational people of your Islands, especially to those who are immediately connected with the common-school system, that the educational people of the United States are very proud indeed of the progress that has been made in the Philippines. We are proud of your people because they have adopted the American system of education—the common-school system of education; we are proud of them because they have made under it the most remarkable progress that any nation has ever made in education under similar circumstances. The United States is indebted to you because you really first demonstrated that vocational

education and home economics could be made practically universal in the elementary grades as a part of the regular curriculum. There has not been, I presume, an address delivered by an educational man in favor of either one—vocational work or home economics which are now so generally engrafted on our system of education—in which the instance of the progress made by the Filipinos is not cited. So you can tell your people that the United States are very glad indeed to learn of your progress.

In no other official acts of the Government as in the official acts of the Philippine Independence Commission, and in no other documents as in those presented by the Philippine Independence Commission, has English been given so much sanction as the basis of public-school instruction. In the memorial signed by all of the members of the Independence Commission and presented to United States Congress, appears the following splendid comment on the English language:

It can be asserted without dispute that the English language serves at the present time as a common medium of communication among the Islanders, who still speak their own dialects. The progress of the English language has been the result of the splendid work done by the public schools, and today English is the language most widely spoken in the whole Archipelago. Business between the Central Government and most of the provinces and municipalities is transacted in English . . .

We will not have to wait very long before the English language is the official language even in the courts, and the language most generally used in private life. The younger generation has a thorough knowledge of the language and speaks and writes it in most cases.

The spread of this language as the common language of the inhabitants of the Archipelago is insured, not only because it is the basis of instruction in the public schools, but also because it is essential to the best interests and the future of the people. Once the plan is carried out of giving primary instruction to every child of school age, there is no doubt that the generations to come will speak English, which will certainly obtain a firm foothold among the people.

In the Nineteenth Annual Report of the Director of Education, the progress made in the use of English in the Philippine Islands was discussed at some length, and then the following prophecy was made: "The handwriting is on the wall: English is destined to become the official language at an early date." Apropos of this prophecy, it is encouraging to observe ever so many of the Filipino leaders, especially the members of the Philippine Independence Commission, expressing themselves emphatically in favor of English becoming the official language and assuring the people of the United States that English is to be continued even under an independent Philippine government.

Plans to provide for the use of two official languages—English and Spanish—now seem to have failed, and it is proper that

they should. The common use of two languages detracts from the efficiency of both to the extent that neither can be of great value. Both languages suffer, and the country divided, as it were, into two language groups, also suffers. The idea, occasionally advanced, of establishing a national dialect is not considered worthy of attention by the more practical and more prominent Filipinos.

WELFARE WORK OF THE BUREAU OF EDUCATION

The work undertaken by the Bureau of Education has not been confined solely to classroom instruction and to administration of schools. The Bureau has done much to promote civic enterprises which have had for their object the welfare of the people in general. In remote municipalities and barrios teachers are, as a rule, the leaders in all welfare movements.

Until recent years the majority of Filipino farmers had but little knowledge of advanced methods of farming. The masses in general had no adequate conception of the value of keeping their surroundings in a sanitary condition. It was therefore considered that much good could be accomplished if some means could be used to reach those people of the Islands who were too old to attend the public schools. In 1908, an act was passed, making it obligatory that certain lectures be prepared and delivered in as many municipalities as was possible. The execution of this act was intrusted to the Bureau of Education. Lectures were prepared on such subjects as: "The Rights and the Duties of Citizens"; "The Housing of Public Schools"; "The Prevention of Diseases"; "Diseases of Animals"; "Rice"; "Coconuts"; "Coconut Beetles"; "Corn"; "A Garden for Every Home"; "Agriculture and Other Industries as Honorable Vocations"; "Good Citizenship"; "Good Manners and Right Conduct"; "Care and Treatment of Domestic Animals"; "The Care of Children." Lectures of this kind have been given every year since 1908. The effect of the Great War on citizenship as an aim in education led the Bureau to give these lectures with renewed vigor last year.

Night classes have long been recognized as one of the chief means of reaching many of those who cannot attend day school. The idea, though copied in a degree from school systems of the United States, has been worked out along lines specially suited to Philippine conditions. Night schools are now maintained in Manila and in many other parts

of the Islands. In Manila they include instruction in all of the grades of the elementary and the secondary courses. Special courses in stenography and in bookkeeping are offered in the night classes of the Philippine School of Commerce, and special trade courses are offered in the night classes of the Philippine School of Arts and Trades. The enrolment last year in all night classes was exceptionally large. The work which has been done is indicative of lasting results.

As the personnel of the Bureau of Education is so widely distributed, we are in a position to help other bureaus and organizations in their work for the public good. The Bureau of Education finds it possible to help the Bureau of Health by sending supervising teachers of hygiene and sanitation to many of the provinces to fight against disease and to alleviate the suffering which accompanies epidemics. During the last year the Bureau of Education took pleasure in distributing among intermediate pupils in the public schools 83,000 copies of the Bureau of Lands primer containing questions and answers on the public land laws in force in the Philippine Islands; in distributing among secondary teachers of public schools 1,000 copies of the National Security League handbook on war facts and peace problems; and in distributing among all teachers of public schools 15,000 copies of the American Humane Education Society pamphlet containing twelve lessons on kindness to animals by George T. Angell.

Quoted below is a letter of a teacher relative to the organization of bands of mercy as a direct result of literature sent to the field:

Bands of Mercy

"BUREAU OF EDUCATION

DIVISION OF ILOCOS NORTE

"DINGRAS, December 10, 1919

"THE DIVISION SUPERINTENDENT OF SCHOOLS

Laoag, Ilocos Norte

(Through the Supervising Teacher)

"SIR: In compliance with Division Circular 49, s. 1919, relative to bands of mercy, I have the honor to inform you of the following:

"The pupils of both the intermediate and the primary grades have formed a society known as The Band of Mercy. The teachers of each barrio school had been instructed in the last teachers' meeting to form such bands. In these meetings we talked much of the purpose of bands of mercy and now I hope that even the barrio teachers themselves will be able to do good work along this line with the help of *Twelve Lessons on Kindness to Animals*. These societies are to give programs at least once a month. The barrio teachers were requested by me to submit to my office, programs of this kind and to inform me also, through reports, of the number of people who attend the meetings.

"At the last meeting of the Women's Club, I went to give their pres-

ident a copy of *Twelve Lessons on Kindness to Animals*, and I was pleased because she allowed me to explain the contents of the pamphlet. In closing my talk, I informed them that since the schools are doing much for the prevention of cruelty to animals, the Bureau of Education would be much pleased if they would be willing to make plans for prevention of cruelty to animals. They expressed their willingness to do so.

"Now it is my intention again to ask the municipal president to allow one of the teachers to talk on the formation of this band of mercy in a town mass meeting, to which all barrio people are invited. As the president is a member of the younger generation, I think he will agree.

"Very respectfully,

VICENTE S. PARADO
Principal, Elementary School"

The Bureau of Agriculture and the Bureau of Education have many interests in common. A more specific account of the agricultural activities of the Bureau of Education appears

Allied Interests of Bureau of Agriculture and Bureau of Education under the heading of "Agricultural Activities of the Public Schools" (see pages 36-44). Suffice it to mention here only a few brief facts:—Practically every school has its garden. Much stress is placed by the schools on tree planting. Garden-day celebrations and Arbor Day programs are conducted practically everywhere. In one province ₱34,795 worth of food products were produced by school children, which is a remarkable achievement. In another province 47,000 fruit and shade trees were planted through the combined efforts of teachers and pupils.

Current events have been taught in all of the public schools. The courses of study provide a period for current events in each class. The *Philippine News Review*, a bi-monthly four-page paper, which was subsidized year before last to the extent of 60,000 copies and which was used with so much success, was subsidized last year to the extent of 100,000 copies.

Promotion of Health, and School Nurses The promotion of health as a means of bettering physical welfare received due attention in 1919. Provision was made to procure the services of at least one school nurse (supervising teacher of hygiene and sanitation) for each of many of the provinces, in addition to the services of the regular provincial and municipal nurses who work in the schools. In general the duties of school nurses are: (1) to improve health conditions among pupils; (2) to examine pupils in school; (3) to give treatment to pupils when treatment is needed; and (4) to visit pupils who are confined to their homes because of illness. Arrangements have been made with the Bureau of Health to furnish school nurses with simple remedies and supplies. Provincial governments have lent as-

sistance by making special appropriations from the provincial health fund to help finance work of this kind.

SUPERVISION

Usually the weakest link in an educational system, whether in the Philippines or elsewhere, is supervision. During 1919, the Bureau made special efforts to increase the efficiency of supervision by increasing the number of supervising teachers in order to lessen the size of supervising districts. No supervisor, no matter how energetic, can do effective work when his district is too large for him to make frequent visits to every school.

**The Weakest
Link in the Educa-
tional System**

A study of the table below will show that 15 more academic supervisors, 24 more industrial supervisors, and 41 more supervising teachers were employed in 1919 than were employed in 1918:

| Year | Number of Academic Supervisors | | | Number of Industrial Supervisors | | | Number of Super- vising Teachers | | |
|-----------|--------------------------------|--------|-------|----------------------------------|--------|-------|-------------------------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1918..... | 20 | 2 | 22 | 56 | 37 | 93 | 342 | 12 | 354 |
| 1919..... | 28 | 9 | 37 | 67 | 50 | 117 | 384 | 11 | 395 |

The man who makes the most successful superintendent of schools is a man who is more skilled in supervision than in administration. Supervisory ability is for the most part acquired through education, whereas administrative ability is more of an innate quality. Realizing this distinction, more emphasis was placed during the last year in division normal institutes and in the Teachers' Vacation Assembly in Manila¹ on efficient instruction in the art and science of teaching and on instruction in methods of effective supervision. A two-year course for supervising teachers and principals is now being offered in the Philippine Normal School. Teachers and supervisors of agricultural work and of trade work are trained in the normal courses of the Central Luzon Agricultural School and of the Philippine School of Arts and Trades. The most noteworthy step taken along this line was the sending of the 35 representatives from this Bureau to the United States to pursue special courses in education.

**Supervision and
Administration**

¹ The 1919 Teachers' Vacation Assembly in Manila was attended by 847 teachers from all parts of the Islands.



A school nurse (supervising teacher of hygiene and sanitation) at work.



Teachers of the Jolo Elementary School in uniform dress.



In the library, Philippine Normal School.



Fourth-grade class, Santa Clara Primary School, Manila.

In spite of the work done in the way of increasing the efficiency of supervision, there is still infinite room for improvement, and this improvement is not so much a question of time as it is a question of money. William Estabrook Chancellor in his *Our Schools—Their Administration and Supervision* shows in the following manner what money has to do with the progress of our schools:

Money and the
Progress of Schools

Money (more of it and more wisely expended).
Supervision (more and better).
Money (more, etc.).
Administration (better).
Teaching (better and more if it).
Money (more, etc.).
Course of study (broadened and improved).
Money (more, etc.).
Textbooks (more and better).
Money (more, etc.).
Equipment (more and better).
Money (more, etc.).
Then repeat.
Continue to repeat to the end of time.

Our superintendents, supervisors, and teachers have worked diligently and have done exceptionally well in the face of almost insurmountable difficulties. Travel in the provinces at its best is anything but comfortable. In such weather as that experienced during July, August, and September of last year the problem of travel almost defies solution. In many places last year schools were closed for days at a time because of floods, while in other places for weeks teachers and pupils went back and forth to school in bancas. However, in spite of these difficulties, efforts at adequate supervision were put forth with none the less vigor.

Difficulties En-
countered This Year

COURSES OF STUDY

Public schools fulfil their true duties only when they adapt themselves to the social needs of the time and of the place in which they are established. Hence it is fundamentally essential, in planning a system of schools or in establishing new schools, that a careful study be made of the social conditions of the community and of the ideals and the interests of the people concerned. A system of schools inaugurated without consideration of such conditions or perpetuated without careful study at frequent intervals, must prove inadequate to meet real educational needs.

A School System
Should Be Adapted
to Social Conditions

For the last twenty years, educators have been studying Philippine conditions in an endeavor to found schools, and to produce courses of study, which best meet the needs of the people. One of the aims has been to provide for democracy in administration and in supervision in order to encourage from those in the field, free expression of ideas on school problems. The criticisms and the comments thus received, when found of value, have always been utilized to advantage wherever it was found possible to do so.

**The Aims of
Administration**

The course of study, springing primarily from a general aim in education as presented by schoolmen of note and from special local needs, is one of the three chief factors in education, the other two being the pupils and the teachers. In the Philippines the needs and the problems which confront the people are highly diversified, and to attempt to mold all citizens in one form would be a most wasteful undertaking. The Bureau of Education early recognized this fact. During 1919, attempts have been made to make the courses more flexible and more diversified than ever before.

**The Three Chief
Factors in Education**

Today educational theory, based on physiological, psychological, and sociological studies of children, leads definitely to the conclusion that elementary education should be nearly uniform in character for all. The education of this period seeks to satisfy normal curiosity of the child respecting his position among people and phenomena about him.

**Why Elementary
Education Should
Be Nearly Uniform
for All**

By the time the period of adolescence is reached, the child will have been made acquainted, in a general way, with the world's most important interests, which will allow him to employ his powers more or less effectively. He will have been made conscious of the common forms of vocational activity, and he will have gotten a glimpse of the roads that lead toward these forms. The youth who has just entered the state of adolescence should not be forced into a life career, nor should he be left to plan his life career alone and unguided.

In the elementary school where the child needs and instinctively seeks some older person to advise him and to choose for him, a fixed and definite curriculum is advisable and defensible. When the student becomes an adult with trained judgment, no one should presume to prescribe for him a definite course of procedure. But during the transitional period—the period between dependent childhood and independent maturity—there

should be a gradual training in choice, a gradual relaxation of external authority and direction, and a gradual increase in the exercise of his own powers of formulating analyses, judgments, and volitions.

It is therefore obvious that three distinct types of courses of study are required to meet the needs of the pupils in the various stages of school work—one for the elementary-school

**Three Distinct
Types of
Courses Needed** pupil, one for the secondary-school pupil, and one for the college or university student. The elementary course should be more or less uniform.

The college or university course should be all-inclusive and flexible. Between these two courses must be found a course which partakes of the character of both. The Bureau of Education is constantly making changes in its courses of study to meet these requirements. During the last year a more appropriate secondary course was introduced.

The great demand for English-speaking teachers made it necessary in the beginning of our system to establish teaching

**Teaching Course
Eliminated
from Interme-
diate Schools** courses in the intermediate schools. But now, with the cry for more highly trained teachers and with more material available from higher

grades, we have been able to eliminate the teaching course from the intermediate grades.

The housekeeping-and-household-arts course in the intermediate grades is commanding greater attention, and the enrolment in this course is steadily increasing. This course trains

**Housekeeping-and-
Household-Arts
Course** primarily for the home. It also leads up to the secondary domestic-science course from which the Bureau draws a better supply of domestic-

science teachers for the grades. The number of girls enrolled in the housekeeping-and-household-arts courses of the intermediate grades during the school year 1919-20 was 17,472—an increase of 4,217 (32 per cent) since the school year 1918-19.

Vocational courses received more attention in the schools last year, the idea being to keep abreast with professional thought relative to specific aims sought in preparing school curriculums.

**Vocational Courses
Receive More
Attention** The primary aim of establishing vocational courses, especially in the elementary schools, is to provide for a varied experience, to allow for

the development of mental and motor skill, and to balance the curriculum. A secondary aim is to supply more or less skilled artisans of various kinds for the industrial life of the country. The industrial work of the general course was made more varied and more practical. Agricultural schools, farm schools, and

settlement farm schools, which are spoken of at greater length elsewhere in this report, have increased in number, and many of the older ones have been enlarged.

As each succeeding year sees decreasingly younger children enrolled in our primary schools and increasingly efficient teachers in charge of these children, it is obvious that both educational materials and educational methods must undergo corresponding change to meet our present needs. Also the ever-evolving changes in life values demand corresponding changes in educational values. To meet these demands a new course of study for the primary grades is being prepared. This course shall emphasize more than ever before that the child rather than the subject shall be taught.

Heretofore, because of their low attainments and because of their lack of training and experience, most of our teachers have found it extremely difficult to separate the prescribed work into small units. This, and the lack of adequate supervision, made it seem advisable in the old course of study to outline the work by weeks or by lessons. It is now thought that the average teacher possesses the attainments whereby a course of study of greater flexibility and encouraging more initiative on the part of teachers will serve as a more valuable factor in the educational field than one that prescribes work in small units. In the new course, emphasis is to be laid, not so much on outlining a system or planning a course to be followed, but more on setting forth facts in such a way as to lead every member of the school system to more purposeful action.

Under date of November 29, 1918, a memorandum was sent to the field calling for criticisms of the old primary course of study and for suggestion for the preparation of a new course of study. The replies from superintendents, supervisors, principals, and classroom teachers (largely Filipino), representing the best thought of the field, furnish the basic principles upon which the new course is being worked out. Therefore, the new course should represent our best experience. To this work, Filipino teachers have contributed more largely than ever before, distinctly to the advantage of the new course. The greatest asset that the teacher has in her small school children is the experiences they bring to their first school days. With their customs and the sources of their ideals, the Filipino teacher is in closest touch and sympathy. On her we must largely depend for the materials

**The New Primary
Course of Study**

**Filipinos Contrib-
ute Ideas for
New Course**

which make our first years of developing control over the new language most effective.

One of our biggest problems is the language problem. Remarkable progress in the extended use of English has been made; but a greater facility and easier use of English in the lower grades must be attained before many of the difficulties which teachers and children of higher grades encounter can be surmounted.

The Language Problem

Transplanting a language to a soil where many dialects are rooted, is fraught with greater obstacles than teaching English to the non-English-speaking child transplanted to an English-speaking environment. The child's tendency is to speak the language which he hears rather than the language which he is taught. For the purpose of economy and for the purpose of meeting the growing demand for more schools, teachers have had to be made quickly even though narrowly efficient. These teachers have had neither the attainments nor the command of language to enable the children in their charge to reach their highest possibilities in language accomplishment. Up to the present time, the schools have not been able to provide enough easy and delightful supplementary reading material to sustain and to strengthen the spoken word that was given. The importance of such equipment can scarcely be overestimated.

Language as an educational aim, while highly important, should be subordinated to language as an educational tool. It is highly significant that through the medium of our school system, using English as our educational tool, we have been able to carry out so many great and corrective measures in the living conditions of the masses.

While it is of great importance to plan what ought to be done, it is of equal importance to show under what conditions it can be done to the best advantage. We are trying to keep in mind the conditions under which most of the little children live. Accordingly, the materials of education will include the life conditions of the children, as well as the traditional subjects.

Materials

Closely allied with the materials of education are the methods. Possibly no greater revision is needed than a revision in methods.

Methods

So long as teachers had to be recruited from students of only intermediate attainments without training or experience and with an imperfect use of the English language, traditional and didactic methods of instruction were bound to prevail.

Many teachers need, or think they need, more help than the old course of study affords. The new course will embody a manual suggesting methods that shall point the way very clearly, for at least a short period of time, to the inexperienced teacher. The aim will be to show teachers how simple and natural are the essential principles of teaching young children and to outline clearly and definitely simple methods in harmony with the approved methods now in use and yet leaving them so flexible that teachers will be strengthened by their helpful guidance rather than weakened and dulled by submission to routine and form. The new course, which is tentative only, is being outlined after the basic principle that the ear of the child shall be addressed first, after which the eye and then the hand shall come in as strong auxiliaries. The plan provides for entrance classes concerned primarily with the development of speech power, considerable accomplishment in which must determine enrolment in first-grade classes. When children have acquired enough control over listening and speech power to make reading a meaningful process, then the eye should be addressed. Reading then becomes a powerful auxiliary in developing language control. Written composition in the primary grades receives least attention, though it is by no means overlooked.

The new course endeavors to set forth our problems clearly, and to present materials, methods, and guiding principles. Yet, teachers of only secondary attainments and with no formal training are not prepared to work them out intelligently. For the sake of the children in their charge, these teachers must be made quickly efficient through supervision and through training in the service, so that the usefulness of the volume will largely be determined by the nature of the supervision.

When this new course for the first four years of the elementary schools is completed and put into operation, plans will be started for a revision of the intermediate course of study, after which the two revisions will be included in the same book to be known as the *Elementary Course of Study for Philippine Public Schools*.

With the allotment of special time for the teaching of good manners and right conduct, and of civics, hygiene, and sanitation in all elementary grades, a remarkable step in the enrichment of the curriculum was taken. Citizenship as an aim in education is now more firmly established than ever before.

The antiquated formal aims in education have undergone a thorough revision in many parts of the world and a new aim—a purposeful aim—is rapidly taking form. In the Philippines

**New Aims in
Education**

the change from the one to the other is not so noticeable, because the courses of study, particularly in the high school, have been organized more recently and according to the newer conceptions. The question is now being asked: "Are not a school and a curriculum which fit a youth well for practical life equally serviceable and able to fit for college?" Stated otherwise, the question is: "If mental discipline is the desideratum for admission to college, may not subject matter that has a rich content for practical life also be made to furnish as desirable and satisfactory mental discipline as do the traditional subjects, the social utilities of which have been largely lost?" Though these questions have not been unequivocally answered, yet the trend of thought in the right direction toward a more practical aim is readily discernable, and probably nowhere to such an extent as in these Islands. With the introduction of the new courses of study for the high school, we had the culmination of many efforts toward vitalizing curriculums and making them truly efficient.

The new general course is now being used in the first two years of all high schools. The normal course and the domestic-science course have been introduced into 12 high schools. The

**New Secondary
Courses**

commercial course has been introduced into 6 high schools. These figures, together with the increase in secondary enrolment, would seem to indicate that our high schools are rapidly assuming a most desirable position in educational endeavor, and that the two chief aims—the foremost of which is to prepare directly for active participation in society and the lesser of which is to prepare for entrance into college—are being achieved.

ACADEMIC INSTRUCTION

Academic instruction, industrial instruction, and physical education are among the chief phases of education, and each of them should receive due attention in every school system.

**Of Fundamental
Importance**

Academic instruction is of fundamental importance because it is the phase of education upon which rests the greater part of the subsequent development of the individual.

Each succeeding year sees greater improvement in academic instruction. The special training of teachers, the publication of courses of study, the organization of an effective system of supervision, the production of special textbooks, and the increased amount of attention given to methods of conducting classes have done much to bring about this great progress. To help improve academic work during the last year, more emphasis was placed on oral expression, on wider and more intelligent reading, and on the further use of general-intelligence tests.

To further improve academic instruction, plans have been started for the opening in the near future of an experimental elementary school, where the problem-project method of teaching, the socialized recitation, and other departures from traditional practices are to be instituted. Specially qualified teachers—American and Filipino—will handle instruction in this school, where all new problems of the public schools and where plans for the public schools will be worked out before being incorporated in the general course of study.

This school will be located in Manila where many visiting days will be feasible, where frequent conferences can be held, and where plans can be worked out to the greatest advantage. Every effort will be made to make the school a determining factor in educational practice in these Islands.

Usually the figures representing the percentage of promotions are taken to be indicative of whether there has been an improvement in academic instruction. Therefore, unless these figures for 1919 are understood, the impression may be gotten that the improvement has been slight.

The table below not only shows that the total increase in the percentage of pupils promoted since 1918 has been small, but also shows that there has been an actual decrease in the percentage of promotion of secondary students:

| Year | Enrolment | | | Number Promoted | | | Percentage Promoted | | |
|------------|------------|-----------|---------|-----------------|-----------|---------|---------------------|-----------|-------|
| | Elementary | Secondary | Total | Elementary | Secondary | Total | Elementary | Secondary | Total |
| 1918 | 656,869 | 14,529 | 671,398 | 339,213 | 9,247 | 348,460 | 52 | 64 | 52 |
| 1919 | 664,681 | 16,907 | 681,588 | 348,378 | 9,470 | 357,843 | 52 | 56 | 53 |



A class in basketry at Mandaue, Cebu.



A class in typewriting, Philippine School of Commerce.



A class in lace making.



A class in sewing, Philippine Normal School.

The decrease in the percentage of promotions among secondary students is probably due (1) to the introduction of new and more difficult secondary courses and (2) to the large amount of time spent by these students on war activities.¹

As has been said before, this Office is not wholly in accord with the idea of giving uniform final examinations throughout the entire school system, but as yet, from a practical standpoint, this seems more desirable. To lessen the evil resulting from too much uniformity, sample examination questions are requested from all parts of the Islands to be sent to the General Office, where a committee chooses suitable questions and gets them into final shape to be used in the schools. Care is taken to guard against too much formalism, and attention is devoted to the selection of questions which really test a pupil's fitness for promotion. Since this procedure, even at best, is not entirely satisfactory, gradual steps are to be taken to decentralize the work of giving final examinations by placing more and more of this work in the hands of division superintendents.

A renewed spirit of patriotism pervaded the schools during the last year, and this, together with the general growth and enthusiasm of pupils and schoolmen alike, will have a benign effect on the country. The public-school system, long thought of as an experiment and frequently ridiculed by those who did not understand its mission, is proving here as in other countries the main hope of democracy. It is assimilating all sorts of individuals living under all sorts of conditions and it is converting them into good citizens.

Final Examinations

**A Renewed Spirit
of Patriotism and
of Enthusiasm**

INDUSTRIAL INSTRUCTION

Industrial instruction has been one of the outstanding features of the Philippine public-school system ever since the organization of the system at the beginning of American occupation. The handicraft work of the home—the making of mats, baskets, and hats—furnished suitable and desirable exercises to aid in the introduction of English and to teach the value of industry and productive activity.

**An Outstanding
Feature of the
School System**

¹ If any of these students did neglect their studies to spend more time on war work, their devotion to this higher duty is most commendable, and it is hoped that the sacrifices which they thus made will not interfere with their ultimate success.

In the early stages of the development of industrial instruction in the schools, no centralized direction was given to the work, each teacher or supervisor being allowed to work out his own plans the best he could. Some degree of progress was made in this manner, and late in 1907 an industrial exhibit was held in Manila. While only a small per cent of the work exhibited was salable, the display demonstrated the practicability of industrial instruction along useful and commercial lines. In the revisions of the primary and the intermediate courses of study in 1908, industrial work was included as part of the required work for all pupils. To assist the teachers in putting these requirements into effect, outlines, bulletins, and other publications on industrial work were prepared and sent out from this Office. At the same time, the work outlined for the Teachers' Vacation Assembly in Manila and for the division normal institutes was changed so as to include training for teachers along industrial lines.

In 1910 a survey of materials, products, and industrial conditions of the Islands was made, and later the results of this survey were compiled and supplied to the schools in the field. Bulletin 49, *Industrial Fiber Plants of the Philippines*, was issued in 1913, and Bulletin 54, *A Handbook of Industrial Plants*, was issued in 1915. The next important step was the origination of constructive and ornamental designs for handicraft products. This was done on a large scale. During 1915, 15,000 perforated embroidery patterns, 30,000 lace designs, and 10,000 blueprint designs for basketry, for hand-loom weaving, and for many other lines of handicraft work, were sent to the field.

From its beginning industrial instruction in the public schools has had as its aim the improvement of the condition of the people and the bettering of their standards of living. To accomplish this aim the Bureau introduced (1) work—such as farming, gardening, housekeeping, cooking, sewing, and the making of articles for home use—which would raise the standard of living; (2) those branches of school industry which tended to provide by home manufacture the articles which were being imported from other countries; and (3) instruction which taught the making in commercial quantities of articles which could be exported and which would thus produce income with which to improve home conditions.

For the purpose of marketing products made in the home,

the Sales Agency was established as a separate governmental unit in 1911. The Sales Agency continued in operation until the latter part of 1915. In 1915 the third

Marketing Products

Philippine Legislature passed an act which gave the Director of Education authority (1) to market industrial products; (2) to establish centers where groups of workers could be assembled for the production of handicraft articles; and (3) to exercise through the division superintendents administrative control over provincial industrial departments organized by the provincial boards. By the end of 1916, 16 provinces had established provincial sales departments in accordance with the authority granted in this act. These provinces had appropriated ₱25,700 for the purpose of carrying on the business of the new provincial industrial departments. During this time 123 household centers with 3,762 workers had been established in 20 provinces. These centers were conducted by graduates of the School of Household Industries, an institution established in 1912 for the purpose of giving training in embroidery to women who would in turn establish household centers and who would promise to supervise the work and market the product of these centers. Having fulfilled its purpose—that of training household-center leaders—the School of Household Industries was closed in 1916.

The publication of the Bureau of Education illustrated monthly industrial magazine, *The Philippine Craftsman*, was started in July, 1912, and was continued until March, 1917. This publication did much to stimulate interest in industrial work, to systematize industrial instruction, and to standardize designs. Since the discontinuance of the publication of *The Philippine Craftsman*, this Office has kept the field informed in regard to the ever-changing phases of industrial work through technical bulletins, which are kept up to date by the necessary revisions which changing conditions demand. This Office now disseminates much information on industrial education by regular contributions to the industrial section of the *Philippine Education*, an educational magazine published in Manila.

Industrial Publications

Since the discontinuance of the publication of *The Philippine Craftsman*, this Office has kept the field informed in regard to the ever-changing phases of industrial work through technical bulletins, which are kept up to date by the necessary revisions which changing conditions demand. This Office now disseminates much information on industrial education by regular contributions to the industrial section of the *Philippine Education*, an educational magazine published in Manila.

The supplying of industrial materials to the schools and the marketing of industrial products of the schools is now being directed by the General Sales Department of the Bureau of Education. The General Sales Department is a branch of the Industrial Division of the General Office. This department not only handles materials intended for use in the making of commercial articles but

General Sales Department

The General Sales Department is a branch of the Industrial Division of the General Office. This department not only handles materials intended for use in the making of commercial articles but

also supplies materials and equipment for plain-sewing classes and for handicraft work in general.

The Industrial Division of the General Office concerns itself with (1) the educational phase of industrial work and (2) the making and the sale of commercial articles. All of the industrial work of the public schools is controlled and directed by the General Office through the division superintendents, who delegate to division industrial supervisors the authority to direct the work within the divisions. Direct supervision of the details of the work is done through the aid of some thirty to forty traveling industrial teachers sent out from the General Office to the divisions and to the schools which need their services. Near the end of the school year each school division submits to the Industrial Division, for approval, tentative plans for the work to be carried out in the division the next school year. For this purpose the General Office provides forms which are sent out with a circular containing approved courses and general comment on the subject matter of the courses and on changes and revisions.

At the present time courses in the following industrial subjects are being offered in the public schools: embroidery; sewing; cooking and housekeeping; bobbin lace making; filet lace making; crochet work; elementary handweaving; mat making; hat making; basketry; slipper making; loom weaving; woodworking; bamboo and rattan furniture making; brush and broom making; gardening; farming; and trade work.

The doing of embroidery on white materials has been taught to public-school girls ever since industrial work was made a requirement for graduation. The teaching of embroidery is begun in the third grade and is continued through the seventh grade. It is also included in the high-school domestic-science course.

The stitches employed in embroidery work are taught by the use of (1) an elementary sampler, which teaches in fifteen exercises the commoner embroidery stitches; (2) an advanced sampler, which consists of motifs taken from designs usually used on such articles as handkerchiefs, chemises, gowns, and baby clothes; (3) an advanced sampler, which consists of exercises in mosaic work, filet drawn work, Italian cutwork, needle-point and other stitches usually employed on articles made of heavy linen. After the pupil has become proficient in

the making of the sampler, she is given work on usable garments. A definite amount of work is prescribed for each grade in which embroidery is taught. After a girl completes the work on the elementary sampler, she is ready to make commercial articles, as well as to embroider garments for her own use.

The material for embroidery is bought by the General Sales Department, is stamped in the General Office, and is sold to the schools through the provincial treasurer or through the division superintendent of schools. With each piece of stamped material sent out, the General Sales Department quotes a price which it is willing to pay for the finished article. The General Sales Department sells the embroidery in quantities through a wholesale store and by the piece in a retail store. During the last year, school-made embroidery has found ready sale. Due to the difficulty in obtaining materials, the full embroidery requirement of the course of study could not be met in all schools.

The lace courses include the making of cluny, valenciennes, filet, and crochet laces. A large assortment of designs for the making of these laces have been adopted and patterns of them

Lace Making

are issued to the pupils. The demand for particular laces is taken into consideration and the patterns are chosen to conform to prevailing styles. This year valenciennes edgings and crochet edgings have been made in large quantities. At the beginning of the school year the outlook for filet lace was not encouraging enough to warrant having much of it made, but the reëntrance of Chinese filet lace into the United States stopped, to a certain extent, the importation of Chinese lace into the Philippines, which has tended to increase the demand for the product of the Philippine schools. The high rate of exchange in China has also favored the local production of lace. The demand for valenciennes lace promises to be great during the coming year.

Cooking and housekeeping are prescribed for girls in the fifth, the sixth, and the seventh grades. Cooking and housekeeping are also included in the high-school domestic-science course.

Cooking and Housekeeping

The aims are to introduce modern methods of preparing food, to give a knowledge of food values, and to increase the variety and the quality of the dishes which make up the daily diet. Satisfactory progress is not being made in cooking and housekeeping because of the shortage of competent teachers.

Sewing is taught in all elementary grades and in two years

of the high-school domestic-science course. A bulletin on sewing, which was prepared especially for Philippine schools, is used as a textbook and gives a definite requirement for each grade. A revision of this bulletin is now under way. The quality of instruction in sewing has been satisfactory. During the year 1919, nearly 16,000 garments for European refugee children were made in sewing classes of the public schools. The material for these garments was bought with money collected by the Junior Red Cross. The work on these garments was given by the girls as a contribution to the relief of suffering occasioned by the Great War.

Handweaving is required of second-grade boys, who are taught by the use of a series of graded exercises. Either bamboo or buri is used in this course, depending on which material is the most abundant in the locality where the school is located. The exercises furnish the basis for teaching manual dexterity to young pupils; they are valuable in teaching design; and they lead up to mat, hat, and basket making.

Mat making is an important industry and is carried on in most parts of the Islands. Among materials used are the leaf of the buri palm, pandan, and sedge. While there is no large export trade in mats, enormous quantities of them enter into the internal trade of the Islands. The better-grade mats are used principally as sleeping mats. The cheaper grades are used extensively as outside covers for bales of tobacco and of abacá.

The making of hats has been a home industry in the Philippines for at least a hundred years, but only within the last fifteen years has the product gained importance as an export. During 1919, hats were exported to the value of ₱1,470,026. The demand in the United States for Philippine hats far exceeds the supply. The hat-making industry is an industry capable of great expansion.

The handweaving exercises in which bamboo is used leads, toward the end of the second grade, to the making of simple bamboo baskets. In the third grade the course in basketry includes the making of bamboo baskets similar to those made in Philippine homes. In the fourth and the fifth grades a large variety of materials is used in basketry classes, and the baskets made by pupils in these two grades are in great demand for export trade. All baskets made for sale are sold through the General Sales Department. Due to the high oceanic freight rates of the last few years, the exportation of baskets became so unprofitable that the making of baskets in the schools had to be curtailed. Now since oceanic freight rates are lower, basketry is being given more emphasis



Officers of the student military-training corps, Iloilo High School.



Iloos Norte teachers who attended the 1919 Teachers Vacation Assembly in Manila.



The baseball team which represented the Philippine Islands in the Far Eastern Championship Games.



Catalon, a Filipino, winning the 100-yard dash at the Far Eastern Championship Games in Manila in May, 1919. Madono, a Japanese, won the second place in this event.

in order to meet the renewed demand abroad for Philippine baskets.

Instruction in woodworking is given in municipal-school shops, in provincial-school shops, and in trade schools. Municipal-school shops are equipped with work benches and with all the hand tools which are needed for woodworking.

Woodworking

Boys in the fourth, the fifth, and the seventh grades are allowed to take the woodworking course in municipal-school shops. Beginners in woodworking are given a definitely prescribed series of exercises in the sawing, planing, squaring, matching, and joining of wood. When boys complete these exercises in a satisfactory manner, they are given practical work in the making of furniture for the school or for the home. At present the Philippine School of Arts and Trades is the only school giving the secondary trade course, but two or three of the provincial trade schools have been authorized to offer the first year of this course.

In a large number of municipal shops throughout the Islands, the making of bamboo and rattan furniture is prescribed. From exercises in the bending, splicing, and joining of bamboo and of rattan, the work proceeds to the making of

**Bamboo and Rattan
Furniture Making**

articles of furniture, after designs approved and furnished by the Industrial Division of the General Office. This class of work fills a real need and is increasing in popularity.

Trade schools are equipped with modern power machines, and besides giving elementary instruction in woodworking, they offer

Trade Schools

courses in cabinet making, blacksmithing, iron working, and mechanical drawing. Orders are accepted from private individuals and from municipal, provincial, and school authorities for the making of furniture and school equipment. The number of pupils enrolled in trade schools during the school year 1918-19 was 3,605 and the value of production was ₱305,380.65.

PHYSICAL EDUCATION

Though one naturally thinks of academic, and perhaps industrial, instruction first in connection with schools and their administration, yet physical education is of equal importance in the life of the individual. It has, from the

**Importance of
Physical Education**

very beginning of the Philippine public-school system, played an important part in the lives of Filipino youths, and it is now fast assuming the important place which it merits in the regular school program. Physical

education, as here referred to, includes health inspection, personal and school sanitation, and such activities as marching, calisthenics, dancing, impromptu games, and group athletics, all of which contribute toward the development and the maintenance of health and the training of the motor nervous system to a point where the muscles become plastic servants of the mind.

Though physical education has been considered an important phase of the educational program of the Bureau of Education from the beginning, activities along this line, up until recently, had not been promoted very systematically. This has also been true of physical education in the United States. The fact that large numbers of young men were rejected for service during the Great War because of physical unfitness has had much to do with the placing of more emphasis on physical education.

The Bureau of Education has advocated and has promoted interscholastic athletics in the Philippines ever since the early days of American occupation. The result has been the development of scores of well-developed athletes who compare favorably in physical powers with high-school athletes of the United States. Baseball is now almost as popular among Filipinos as among Americans.

In preparation for the Far Eastern Championship Games which were held in Manila last year from May 10th to May 19th, interscholastic sports of all kinds were given great stimulus.

Every athletic organization in the Bureau of Education conducted preliminary meets which brought to light several athletes of promising ability. Nearly all of the athletes who represented the Philippines in the Far Eastern Championship Games received their athletic training in the public schools.

China sent 95 representative athletes to Manila to participate in the Far Eastern Championship Games. Due to opposition on the part of Japanese educational authorities, Japan was represented by only 20 athletes who were sent by the Osaka Athletic Association. Japan's failure to participate in the baseball tournament occasioned much disappointment here because the Philippines had developed a very strong team for this event, in which her victory over China was comparatively easy. Out of nine championship events during the holding of the Far Eastern Championship Games, the Philippine Islands won six, namely, track and field, swimming, baseball, volley ball, tennis (doubles), and basketball. The winning of the championship in swimming came as quite a surprise, because both China and Japan had out-

classed the Philippines in this event in previous years. The winning of the track-and-field meet was expected, because Filipino athletes had demonstrated their supremacy in these events on three other such occasions. Nearly all of the Far Eastern track-and-field records were broken, and most of the star performers among the Filipino representatives were representatives of the Bureau of Education.

Perhaps the most satisfying feature of these games was the interest of the spectators who crowded the grandstand and the bleachers to overflowing. This would indicate that the people are becoming more interested in clean athletic sports, to the consequent exclusion of pastimes less helpful and less uplifting.

Realizing that interscholastic athletics and specialized games are not suitable for the physical development of all pupils, this

**New Course of
Study in Physical
Education**

Office has been working for some time on a graded course of study in physical education which outlines work of this kind for all grades in the public schools. The new course is being printed by the Bureau of Printing and will be distributed to the field next April. The course is divided into three parts—"Physical Education I," "Physical Education II," and "Physical Education III." "Physical Education I" outlines daily health and sanitary inspections of pupils, of classrooms, of school buildings, and of school premises by classroom teachers in every public school. "Physical Education II" outlines relief exercises for all grades of all schools. These exercises are to be conducted by classroom teachers, and the chief aim of the exercises is to relieve pupils from fatigue caused by sitting still. "Physical Education III" outlines for the elementary grades lessons in such activities as marching, calisthenic exercises, dancing, impromptu games, and group athletics; for secondary boys, lessons in such activities as military drill, impromptu games, and group athletics; for secondary girls, lessons in such activities as marching, calisthenic exercises, impromptu games, dancing, and group athletics. The work outlined by "Physical Education III" is to be directed by regular classroom teachers who will be assisted wherever possible by an athletic director.

Parts of the new course have already been put into operation in the schools of the city of Manila, where the classroom teachers, upon whom rests the greater part of the responsibility of putting the course into effect, have been assisted by the city playground director. The introduction of this work into Manila city schools

**Operation of
New Course**

has met with fewer difficulties than can be expected at first in the provinces where classroom teachers who have had no practical experience in work of this sort, will not always have the assistance of a trained athletic director. However, it is now being planned to require as many teachers as possible to study the new course in division normal institutes during the coming long vacation, so that they may be better prepared to direct the activities prescribed for their classes.

Five Filipino young men are now receiving special training in physical education in the United States at government expense. When these young men return to the Philippines, they will be of great help in the advancement of physical education in these Islands.

**Pensionados Studying
Physical Education**

AGRICULTURAL ACTIVITIES OF THE PUBLIC SCHOOLS

All features of the agricultural program were emphasized during the year. A persistent effort was made to reach every home with food-production propaganda. Each gardener was asked to convert his "war garden" into a "victory garden," and then to make the "victory garden" a real food-producing unit for the family. Both teachers and pupils responded willingly to this appeal and material increases were made at all schools where gardening and farming are done.

There have been no changes in the general plan for giving agricultural instruction in public schools. Gardening is required by the course of study for all schools and it is specialized in at intermediate schools and at barrio schools.

**No Changes in
Program**

The development at the Central Luzon Agricultural School of a training school for teachers of agriculture has met with much favor. A large part of the increase in production reported for

**The Training of
Teachers of
Agriculture**

schools where farming is taught by actual experience on large farms, is due to the efforts of teachers who have returned to these schools after a one-year course of special training at the Central Luzon Agricultural School. The policy of training new teachers of agriculture and of giving the old teachers of agriculture further training at government expense begins an era of improved methods at our farm and agricultural schools. During the last year the opportunity to receive this training was offered to 23 experienced farm-school men, 2 of whom were sent to agricultural colleges in the United States and 21 of whom were sent to the Central Luzon Agricultural School.

Standards of efficiency will be raised as rapidly as these teachers return to duty at the different schools where practical farming is taught.

Concentrated efforts have been made to secure more adequate appropriations for agricultural education. A bill known as the De Guzman agricultural-education bill (for copy, see Appendix, **Legislation Needed** page 82) was presented to the Philippine Legislature last fall, but it was not approved. The provisions of this bill are sanctioned by this Office, and it is hoped that at an early date the necessary legislative action will be taken to pass such a measure and also to create a provincial school fund so that there will be made available in each province a definite school fund, which may be depended on to finance a systematic plan for the development of provincial farm schools and other provincial schools.

The agricultural-education program has now expanded far beyond the financial support which it receives. While it has been possible in past years to open schools with the limited funds available, it is not possible to develop them properly without greatly increased appropriations. As a part of the public-school system there are now 189 schools of three different types which have as the most important feature of the instruction given, the development of large productive farms. Each of these schools is in need of funds for buildings, for equipment, and for irrigation. Their development will therefore be retarded until additional funds are made available for agricultural education.

The extension features of the agricultural work of the Bureau are the most highly developed of all school activities. The making of home gardening and club work required parts of the course of study has encouraged the people to accept these features as a desirable phase of education. The 145,830 regularly inspected home projects in vegetable raising, chicken raising, fruit growing, and hog raising have linked the home with the school, thereby extending the school influence into the home life of the people. The 1,230 garden-day celebrations brought fully one half of the adult population together in open competition where farm crops, farm animals, and handicrafts were displayed. Schoolboys and schoolgirls were able to compare their products with the products of practical farmers, and the farmers were able to note the results obtained by the younger generation through the use of modern methods. The distribution of large numbers of plants, young fruit trees, and breeding animals by school farms and

school nurseries has done much to increase public interest in the agricultural work of the schools.

The present plan is to extend the agricultural-school program by founding a rice school, a fruit school, an abacá school, a tobacco school, a sugar school, and a coconut school, all of which will be large boarding schools like the Central Luzon Agricultural School. Tentative locations have been selected for several of these schools, but the completion of this plan must necessarily await favorable action on the part of the Philippine Legislature.

Bureau of Education Bulletin 31, *School and Home Gardening*, has been revised and reissued to the field in enlarged form. In the revision of this bulletin, helpful suggestions pertaining to agricultural clubs, to the training of garden teachers, and to the teaching of gardening at intermediate schools were added. The two current publications, *The Homesteader* and *The Student Farmer*, which are published and distributed by the student body of the Central Luzon Agricultural School, appeared regularly last year. The Bureau of Education *Follow-ups* which are used in connection with the six agricultural-club projects of the public schools have been assembled and issued in pamphlet form. Pamphlet No. 1 contains lessons on gardening and on cooking; Pamphlet No. 2 contains lessons on poultry and on hogs; and Pamphlet No. 3 contains lessons on corn and on cooking. These pamphlets may be purchased from the Philippine Education Company, Inc., 34 Escolta, Manila.

As has been the custom since 1906, the Governor-General by proclamation designated the first Saturday in October as Arbor Day. The schools, with the hearty support of officials and private citizens, always stand ready to observe the day as fittingly as possible.

The economic value of the tree planting which is fostered by the public schools cannot be overestimated. Statistics show that 511,163 fruit trees were planted and cared for by school children in 1919. Special campaigns for the planting of certain kinds of trees have been conducted in a number of school divisions. In Mindoro and in the seven provinces of the Department of Mindanao and Sulu, special emphasis has been placed on the planting of coconut trees; in some of the other provinces, special emphasis has been placed on the planting of mango trees; and so on.

Much has been done to encourage the development of orchards.



Pig-club members weighing their pigs at the beginning of the year's work.



A pig-club member and his prize hog.



Students at the Central Luzon Agricultural School learning to operate a tractor.



Students transporting the boiler for the new power plant at the Central Luzon Agricultural School.

During the last three years, the farm schools and the agricultural schools have spent much time planting orchards, which in a few more years will have reached a size that will attract the attention of neighboring farmers, who will see in their success the value of modern methods of planting and caring for fruit trees. The planting of fruit trees is being popularized in all localities by means of boys' and girls' fruit-growing clubs, the members of which plant and care for fruit trees as required industrial work. Much useful information is carried into the homes by these young fruit growers, who make a study of the principles underlying successful fruit production in the tropics.

The development of wood lots and bamboo tracts already planted at several schools has been continued during the year.

Wood Lots, Bamboo Tracts, and School Nurseries A fairly extensive reforestation project has been undertaken by the Trinidad Agricultural School. Plant and tree nurseries have been developed at a number of schools. There are now 1,172 of these school nurseries, many of which grew and distributed from 5,000 to 10,000 trees each. During the last year 81,271 fruit trees and 38,049 ornamental plants were distributed from these nurseries.

Food-Production Campaign The food-production campaign received more attention than ever before. The raising of food crops in quantities was emphasized in all phases of school agriculture. School-grown food probably relieved actual hunger in localities where the rice shortage was most pronounced. Domestic-science classes gave much of their time to the holding of public-school food demonstrations, the object of which was to popularize new recipes. Corn contests and corn demonstrations were regular features of the year's work. Yams, sweet potatoes, and legumes were grown in quantities in school gardens and home gardens, thereby making available for the farmers a more adequate supply of well-selected seed material. In all food-campaign activities native plants and native recipes received first attention.

Garden-Day Celebrations Garden-day celebrations were held at all schools. Many of these celebrations have grown into big agricultural exhibits at which the farmers display products as liberally as do school children. These exhibits attract immense crowds, and in isolated communities it is the only celebration of the year that brings all the people together. These gatherings furnish other branches of the Government an excellent opportunity to disseminate public-

welfare propaganda. At the 1,230 garden-day celebrations of last year 28,081 farmers and 158,903 school children exhibited garden and farm products.

A very marked advancement in animal husbandry was made during the year. The school farms were better supplied with work animals than ever before. All animal projects have thrived. This feature of the school work **Animal Husbandry** has done much to improve the livestock of farmers residing in localities where schools are located. The extent of the animal-husbandry work undertaken is shown by the fact that on March 31, 1919, there was a total of 111,556 chickens at 860 schools; a total of 4,826 hogs at 313 schools; a total of 250 head of range cattle at 9 schools; and a total of 360 carabaos and bullocks at 123 schools.

During the last year public-school pupils raised and disposed of 243,268 chickens and 10,504 hogs in addition to the chickens and hogs kept for breeding purposes at the schools. Practically all the meat consumed by pupils who are subsisted on school farms is raised by the pupils themselves.

The boys' and girls' agricultural clubs which were organized four years ago had a very successful year. The wearing of club uniforms and club pins, and the distribution of *Follow-ups* **Agricultural Clubs** have stimulated much enthusiasm among club leaders and club members. The practical features of the work undertaken have made the club work very popular with the people. The various features of the work outlined for clubs have been standardized, and club members perform their club duties as required school industrial work, thereby making club projects as much of a school task as academic work. Club work is so popular that it has become necessary to limit the membership of the clubs because the teaching personnel is inadequate to properly supervise so many home projects.

Agricultural-club work centers around six general contests. During the last year there were 1,718 clubs with a total membership of 24,351 pupils, of whom 10,309 entered the gardening contest; 2,513, the hog-raising contest; 7,530, the poultry-raising contest; 1,746, the fruit-growing contest; 1,557, the corn-growing contest; and 696, the cooking contest. At the end of the school year the members who had entered the gardening contest had a total of 103 hectares of vegetables under cultivation; the members who had entered the hog-raising contest owned a total of 4,086 hogs; the members who had entered the poultry-raising contest owned a total of 105,883 chickens;

the members who had entered the fruit-growing contest had planted a total of 36,596 fruit trees; the members who had entered the corn-growing contest had a total of 20 hectares of corn under cultivation. Statistics show that the estimated value of the total production of all club members in all contests during the year was ₱231,732—an average of ₱9.52 a member. Given below are the names and the addresses of the five largest individual producers among club members together with the value of their production:

| Name | Address | Project | Value |
|-------------------------|-----------------------|-----------------------|---------|
| Vcente David | Mangaldan, Pangasinan | Hog raising | ₱754.80 |
| Ignacio Mateo | Batangas, Batangas | Hog raising | 427.00 |
| Tereso de la Cruz | Manalili, Cebu | Poultry raising | 304.00 |
| Severino Altez | Atimonan, Tayabas | Hog raising | 250.00 |
| Albino Bangayan | Tuguegarao, Cagayan | Gardening | 228.00 |

There were 202 club members whose production was valued at more than ₱100 each; 329 whose production was valued at between ₱75 and ₱100 each; 849 whose production was valued at between ₱50 and ₱75 each; and 2,398 whose production was valued at between ₱25 and ₱50 each.

Gardening is the oldest and the most popular of all school industrial courses. It is the only industrial course definitely prescribed by the course of study for all elementary schools.

It is the foundation for future agricultural instruction in farm schools and in agricultural

schools. The planting of food plants and the development of school and home gardens is required of all public schools. Many of the home gardens of school pupils more than supply the family table with vegetables.

During the last year 4,385 school gardens and 120,975 home gardens were cultivated by school pupils. The total area of these gardens was 1,918 hectares and the local value of production in them was ₱400,604.

All of the activities of a well-regulated Philippine farm were carried on last year at 189 schools, or at 51 more schools than during the previous year. Of these 189 schools, 13 were classed

as agricultural schools; 14, as farm schools; and

162, as settlement farm schools. The rate of increase in the number of these schools is 37 per cent. Appropriations for agricultural education have not increased at the same rate, and the problem of securing buildings and equipment for these schools has become a serious one. Further development of these schools depends on the amount of funds made available for their support by the Philippine Legislature.

During the last year 12,730 boys and 5,225 girls attended schools having large farms and other equipment for the giving of special training in agriculture. The boys attending these schools cultivated 1,136 hectares of land and produced crops the value of which averaged ₱26.70 for each boy.

An agricultural school is a boarding school located on a large farm where the pupils are subsisted in part by the Government. These schools control large areas of land and provide facilities for a number of pupils to become individual farmers and thus earn their way through school. Among the noteworthy achievements of the last year is the rapid development of the Trinidad Agricultural School, where about 80 hectares of swamp land is being reclaimed by the irrigation division of the Bureau of Public Works. The development of the Catarman Agricultural School, in Samar, is meeting with much success.

There are now in operation 13 agricultural schools with a total farm area of 3,880 hectares, 441 hectares of which were cultivated last year by the pupils of these schools. Two new agricultural-school projects are now being started—one at Rosario, Union, and the other at Baybay, Leyte. These schools will aid much in the development of large tracts of fertile land which now lie unproductive.

The Central Luzon Agricultural School is the largest Insular agricultural school. It is being developed as an institution for the giving of special training along specific agricultural lines.

It is a large boarding school where intermediate and secondary courses are offered to young men who are given every opportunity to work their way through. Students own and operate such projects as a moving-picture show, a sawmill, a general store, a bank, and a printing press, all of which help to make the school plant a center from which impetus is given to the general development of the community around the school. Among the courses offered at the Central Luzon Agricultural School are high-school courses in farm management, in agricultural education, and in farm mechanics. A model farm school is being developed at the Central Luzon Agricultural School as a center for the giving of one year of special training to farm-school principals.

In December, 1919, 585 students were enrolled at the Central Luzon Agricultural School. During the year 250 hectares of the 658-hectare school farm was cultivated and crops worth about ₱44,706.28 were harvested.

The vocational courses in farming and in housekeeping and household arts are given at farm schools, which are day schools having the facilities for teaching practical farming. During

Farm Schools the last year there were in operation 14 farm schools having a total farm area of 207 hectares, 114 hectares of which were under cultivation. Attending these schools were 1,649 boys and 756 girls.

In settlement farm schools practical farm instruction is given to pupils who are enrolled in the lower grades of the elementary course. Most of these schools are located in backward com-

Settlement Farm Schools munities far removed from the ordinary sources of food supply. This type of school has for one of its purposes the encouragement of the formation of settlements by nomadic people and to keep them from practicing the destructive *cañing* system of crop production.

During the last year there were in operation 162 settlement farm schools with an estimated total area of 2,316 hectares, 581 hectares of which were cultivated. Attending these schools were 9,156 boys and 4,151 girls.

The following summary will give an idea of the rapid development of agricultural work in the public schools:

Summary

The number (4,385) of school gardens cultivated during the school year 1918-19 represents an increase of 362, or 9 per cent, over the number of school gardens cultivated during 1917-18.

The number (120,975) of home gardens cultivated during the school year 1918-19 represents an increase of 17,307, or 17 per cent, over the number of home gardens cultivated during the school year 1917-18.

The number (1,918) of hectares included in gardens during the school year 1918-19 represents an increase of 279, or 17 per cent, over the number included in gardens during 1917-18.

A total number of 114,206 schoolboys took gardening during the school year 1918-19, and the estimated value of their average production was ₱2.97.

The estimated value of the average production of the 24,371 agricultural-club members during the school year 1918-19 was ₱9.52—an increase of ₱3.30 over the value of the average production for 1917-18.

The number (4,086) of hogs owned by agricultural-club members on March 31, 1919, represents an increase of 50 per cent over the number of hogs owned by club members on March 31, 1918.

The number (36,596) of fruit trees cared for by club members last year represents an increase of 33 per cent over the number of fruit trees cared for by club members the previous year.

The number (1,136) of hectares of land cultivated at agricultural, farm, and settlement farm schools during the school year 1918-19 represents an increase of 285 hectares, or 34 per cent, over the number of hectares cultivated at these schools during 1917-18.

The total value (₱233,308) of production at agricultural, farm, and settlement farm schools during the school year 1918-19 represents an increase of ₱118,490, or 112 per cent, over the total value of production at these schools during 1917-18.

The total number of hectares of land cultivated by public-school pupils during the school year 1918-19, all forms of agricultural activities being considered, was 3,277, and the total value of production was ₱864,744.

EDUCATION AMONG NON-CHRISTIANS

The present policy of the Philippine Government with respect to the non-Christian element of the Philippine population may be best understood from the following extract from Act 2674 of the Philippine Legislature:

Government Policy
with Respect to
Non-Christians

It shall be the duty of the Bureau of Non-Christians to continue the work for advancement and liberty in favor of the regions inhabited by non-Christian Filipinos, and foster by all adequate means, and in a systematic, rapid, and complete manner, the moral, material, economic, social, and political development of those regions always having in view the aim of rendering permanent the mutual intelligence between, and complete fusion of, all the Christian and non-Christian elements populating the provinces of the Archipelago.

In the work of the Bureau of Education, the idea of bringing about a greater national solidarity among the various elements of the Philippine population has ever been kept in mind. The Bureau of Education has always coöperated with other government entities in the national endeavor to strengthen the bond of union among all elements.

More and more the efficacy of education as an agency of progress among non-Christians is being recognized. It was in 1917 that Governor Frank W. Carpenter, Director of the Bureau of Non-Christian Tribes, said in an official document something to the effect that the organization and the extension of public schools throughout non-Christian territory had helped to a corresponding degree the extension and the strengthening of government control.

Education an
Agency of Progress



A student gardener at the Central Luzon Agricultural School.



The poultry project of a self-supporting student at the Central Luzon Agricultural School.



Blind boys breaking the ground for a garden at the school for the Deaf and the Blind



The part of the garden at the school for the Deaf and the Blind which was cultivated by deaf boys.

At the same time Governor Carpenter spoke of the fundamental importance and the predominant influence of public schools in the success of the policy of the Government in Mohammedan and pagan territory and he referred to the public schools as the chief element of power and of permanent constructive value to which all other activities of government in non-Christian territory are supplementary or auxiliary.

There has been a notable increase in the number of children enrolled in the schools of the so-called non-Christian provinces—Mountain, Nueva Vizcaya, Agusan, Bukidnon, Lanao, Zamboanga, Sulu, Cotabato, Davao. The total annual enrolment in these provinces for December, 1919, was 60,241, while that for December, 1918, was only 44,793. The total monthly enrolment in these provinces for December, 1919, was 53,100, while that for December, 1918, was only 31,129.

Due to the relatively unimportant place occupied by woman in their social life, the Mohammedans of Mindanao and Sulu naturally have not taken a great deal of interest in the education of girls. As soon as compulsory attendance was found to be successful among Mohammedan boys, a move was made to get the girls into the schools wherever women teachers were available. Up to that time there were practically no Mohammedan girls in the public schools except those in the girls' dormitory in Jolo. Now thousands of Mohammedan girls are receiving instruction in public schools. In December, 1919, the annual enrolment of girls in public schools of the Department of Mindanao and Sulu was 13,596. This number represents an increase of 3,831, or 39 per cent, over the annual enrolment for December, 1918.

Today the Philippine Government has the united support of many of the more intelligent of the Mohammedan Filipinos. Miss Baguñgan Inuk, president of the town of Buluan, Cotabato, the only woman in the Philippines who is holding a municipal office by virtue of election, has built and equipped a girls' dormitory where more than 100 Mohammedan girls are now attending school. Six of the highest ranking Mohammedan princesses of the sultanate of Sulu are now teaching in the public schools. One of these is a niece of the Sultan of Sulu. There are today in the provinces of Sulu, Lanao, and Cotabato 42 young men and young women of the Mohammedan faith teaching in the public schools.

During the year 138 new schools were opened in the 9 so-called

non-Christian provinces. Many of these were opened among the most primitive of the peoples of these regions. There is, however, still a vast amount of work to be done in these provinces before all the children are reached by the schools. Statistics show that in the majority of the non-Christian provinces, more than 50 per cent of the children of school age are not reached by public schools.

The expense of bringing this vast number of children under the influence of the schools cannot be met from funds received from local taxation but must be met by continued appropriations of funds by the Insular Government. Every peso spent for education in these provinces means a corresponding reduction in the expense of maintaining law and order.

Education and culture is taken to the people living in the most isolated localities by means of a type of school which has as a central feature the development of a farm. This type of school has been given preference among these people in the belief that the school would make a stronger appeal to them by making it an aid in meeting their immediate physical wants and necessities. There are now 162 settlement farm schools, all of which made noteworthy progress during the last year. Boys who leave these schools are encouraged to remain on school land as individual farmers or to settle on neighboring land where they cultivate parts of the undeveloped lands which abound in the communities where most of the settlement farm schools are located. The girls who attend settlement farm schools receive training in plain sewing, laundry work, poultry raising, gardening, cooking, and housekeeping. They also help with the farm work.

During the last year 1,442 teachers were employed in non-Christian schools. This number represents an increase of 326 teachers since the school year 1918-19. Many of these teachers are from Christian communities. The increasing interest of the Christian population in the affairs of the non-Christian population is nowhere better demonstrated than in the loyal devotion to duty and the missionary spirit which characterizes the Christian teachers employed in non-Christian schools.

INSULAR SCHOOLS

In addition to the large number of elementary, secondary, and special schools maintained in all parts of the Islands, the Government supports six Insular schools—the Philippine Normal School, the Philippine School of Arts and Trades, the Philippine School of Commerce, the Philippine Nautical School, the School

for the Deaf and the Blind, and the Central Luzon Agricultural School—which offer courses for the training of young men and young women along special lines.

In the Philippine Normal School, at the end of December, 1919, the number of secondary students enrolled was 462, or 116 less than in December, 1918. The decrease in enrolment is due

principally to the fact that the 1919 graduating class was the largest in the history of the school, the number of those receiving diplomas in March being 246. The enrolment of new students during the early part of the school year 1919–20 was of course not large enough to offset the number of students who left school because of graduation, not to mention those who left for other reasons.

The 1919 graduating class of the Philippine Normal School was also the last class to graduate under the old course of study. Every student now enrolled in the normal school entered under

the requirements of the new course of study, which among other things stipulates (1) that no student be admitted until he has completed the first year of the secondary course and (2) that high-school graduates enrol in the junior class.

All new students enrolled in the normal school last year were required to sign an agreement to teach as many years after receiving their training as they spend in the normal school getting it. Before last year new students were not required to agree to teach for more than one year after graduating from the normal school, regardless of the time they spent there before graduation.

High-school graduates who enrol in the normal school are given as much practice teaching as is possible, in addition to as much technical instruction as they can take during the two years they are required to spend in the school before they graduate.

In the course for supervising teachers and principals which was introduced into the normal school in June, 1918, special emphasis is placed on supervision of instruction, on school management, on school administration, on school law,

and on civil-service regulations. Students enrolled in this course are also given a course in library training in which they are taught how to organize and to care for libraries. With the increasing demand for more and better-trained supervising teachers, this course will become more and more helpful in keeping up the efficiency of supervision in the field.

Practically all of the provinces and some of the municipalities send pensionados to the Philippine Normal School. Most of these pensionados do excellent work both in the normal school and after they return to their stations. Recently, one of these students completed the four-year normal course in three years and graduated at the head of a class of about 250 students. This young man is now in the United States, having been sent there as a government pensionado.

In December, 1919, the number of pupils enrolled in the training department of the Philippine Normal School was 494, or 143 less than in December, 1918. The decrease in enrolment

**The Training
Department of the
Normal School**

is due (1) to the cramped quarters of the training school and (2) to the fact that the senior class, which furnishes the teachers for the training school, is smaller this year than last year.

Since the building in which the primary classes of the training school have been conducted for the last few years was not available for these classes this year, both the primary and the intermediate pupils of the training school are now crowded into the normal-school building, where their classes are conducted in the afternoons in classrooms which are used by secondary students in the mornings and where they have to use seats which are much too large for them. The inconvenience of this arrangement may be easily imagined. The need of a separate building for the training school has been felt for some time, but never more keenly than this year. Unless such a building is provided in the very near future, the work of the normal school will be seriously handicapped.

Work at the Philippine School of Arts and Trades has been much impeded ever since the old academic buildings had to be abandoned. During the last year both the academic work

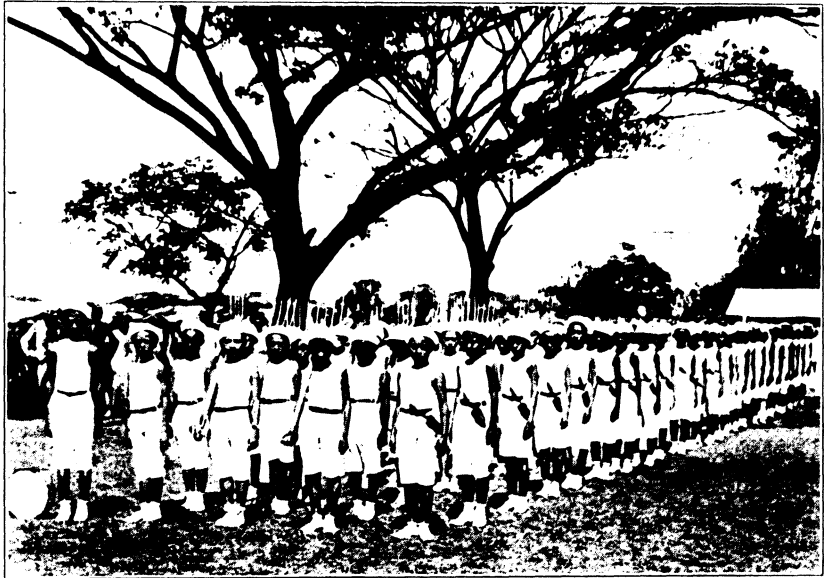
**Philippine School of
Arts and Trades**

and the shop work had to be done in the building which was designed to accommodate the school shops only. The giving of the regular drawing course had to be suspended and enrolment had to be curtailed in all classes because of lack of room. This situation will be relieved next year because the new ₱300,000 academic building¹ will furnish all the room desired for academic work.

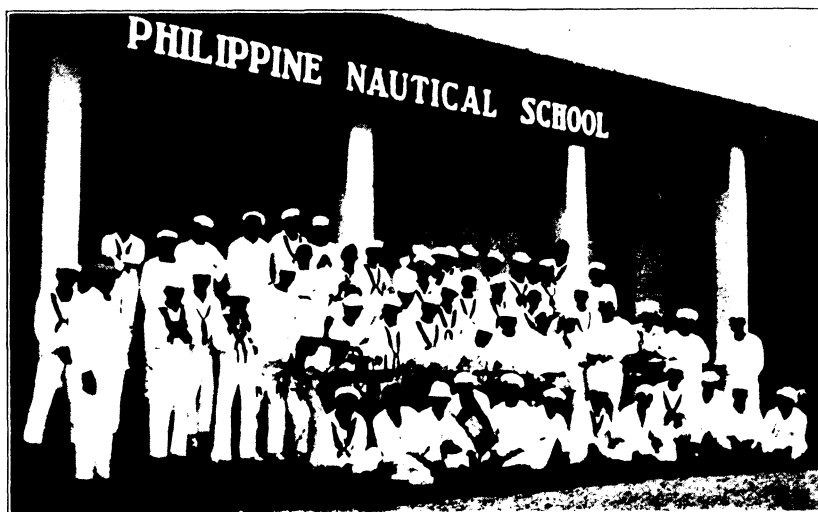
¹ Trade-school boys did much of the work on the new academic building, which was erected under the supervision of the Bureau of Public Works. Even the plans for the building were drawn by trade-school boys.



Girls from the Tondo Intermediate School in the Manila garden-day parade.



Boys from the Tondo Intermediate School in the Manila garden-day parade.



Philippine Nautical School students in front of the nautical-school building.



Philippine Nautical School students at drill.

**Enrolment and
Output**

In December, 1919, 553 students were enrolled in the School of Arts and Trades, and the output of the school for 1919 was valued at ₱35,680.95.

Trade-school graduates experience practically no difficulty in finding employment. In fact the demand for them is greater than the supply. The demand for machinists and enginemen is

**Opportunities
of Trade-School
Graduates**

so great that it is hoped to increase the equipment and to lengthen the hours in the machine shop next year with the idea of enrolling more students and graduating them sooner. Several graduates of the woodworking department are now employed as foremen¹ by the Bureau of Public Works.

In December, 1919, 61 students were enrolled in the Philippine Nautical School. In March, 1919, 22 young men, who had done the two years of work required ashore, left the school to

**Philippine Nautical
School**

complete their nautical training by serving as apprentices for eighteen months on sea-going vessels. Since July, 1918, the Philippine Nautical School has been very comfortably housed in a new building on the Pasay beach. The new school is very well equipped for nautical instruction, but the work done there would be much more effective if the school had a training ship on which to give the students more practical experience.

The work of the Philippine School of Commerce can never be very satisfactory until some provision is made for a more suitable building. In December, 1919, the number of students enrolled in the commercial school was 250, or 69 more than in December, 1918.

**Philippine School
of Commerce**

With a more desirable location and a better building, the enrolment would undoubtedly be doubled in a very short time.

The school of commerce offers a special one-year course in stenography for high-school graduates; a three-year course in commerce; a two-year course in stenography; and a two-year course in bookkeeping. The enrolment in the special course in stenography for high-school graduates is larger than the enrolment in any one of the other courses.

**Commercial
Courses**

Graduates of the school of commerce are able to obtain posi-

¹ Partly through the influence of these foremen, many of the boys from the building class get much of their practical experience working on buildings erected by the Bureau of Public Works.

tions at an entrance salary of at least ₱75 a month, and as a rule they advance rapidly to positions of responsibility. The demand for stenographers and bookkeepers has been so great that it has been difficult to keep students in school until they graduate. Some of the more deserving students who find it difficult to remain in school because of lack of funds are encouraged to attend classes in the mornings and to work for commercial houses in the afternoons. Night classes are conducted for the benefit of those who cannot attend day school at all. The number of applicants for admission to night classes last June was so great that only about half of them could be accommodated. Commercial classes are conducted in the afternoon during the long vacation for the benefit of those who for various reasons do not complete their commercial work during the school year.

In December, 1919, 56 students were enrolled in the School for the Deaf and the Blind. The principal of the school has had more trained help than ever before and has thus been able to introduce the teaching of lip reading and speech to the deaf—a thing she was never able to do before last year.

Six of the blind students from this school are now attending classes in the Manila High School. One of them is enrolled in the second year.

The gardening class at the School for the Deaf and the Blind supplied the school tables with a large variety of fresh vegetables, in spite of the fact that the soil in the school garden is not very fertile. Some of the pupils raised enough thoroughbred chickens to supply the tables with eggs regularly and with chicken on special occasions.

The Central Luzon Agricultural School, spoken of at greater length elsewhere in this report, has had a very successful year. Last year's harvest was one of the largest in the history of the school, the principal crop raised being rice. The school is fast becoming a center of wide influence in one of the largest rice-producing communities of the Philippines.

TEXTBOOKS AND PUBLICATIONS

Gradually more and more textbooks written especially for the Philippine schools are being adopted. It has been necessary to use in our schools textbooks written for the public schools of the United States until good textbooks connecting more intimately with our own social needs could be provided. The proposition of finding

Opportunities
of Commercial
Students

School for the
Deaf and the
Blind

Central Luzon
Agricultural School

More Textbooks
Written Especially
for Filipino Students

persons of sufficient experience and training to prepare textbooks for use in our schools has not been an easy one. Among the more recent textbooks written for Filipino students and adopted for use in Philippine public schools are: Sullivan and Perkins' *Philippine Business Law*; Malcolm's *Philippine Civics*; and Fernandez's *A Brief History of the Philippines*. The first-named book will be used in the Philippine School of Commerce and in high-school commercial courses. The second and the third-named books are now being used in the seventh grade of the general course.

Notice has been given to textbook writers that this Office is ready to consider manuscripts for a new textbook in Philippine Government to be used in the fourth year of the secondary course. A complete revision of Miller's *Economic Conditions in the Philippines*, which has been used in the fourth year of the secondary course for several years, has been approved and will be ready for use next year.

The following publications were received from the Bureau of Printing during 1919: *Housekeeping*, a textbook for use in intermediate grades; *Free-hand Drawing for Intermediate Grades*; *Civics, Hygiene, and Sanitation*, a manual for teachers; a reprint of the *Course of Study for Primary Grades*; a reprint of Bureau of Agriculture Bulletin 34, *Tobacco Growing in the Philippines*; the Supplement to the 1917 Service Manual; the Nineteenth Annual Report of the Director of Education. At the end of the year the following Bureau of Education publications were being printed at the Bureau of Printing: *Physical Education*, a manual for teachers; *Embroidery*, a manual for teachers; and *School and Home Gardening*, a bulletin for the use of teachers.

A large amount of material is planotyped and mimeographed every year in the General Office and sent to the field. This material includes courses of study, syllabuses, technical bulletins, lists of library books, circulars, general instructions, etc.

BUILDINGS AND GROUNDS

In accordance with authority granted by the Council of State as a part of the extension program inaugurated by Act 2782, the Bureau of Education Buildings Division, which lost its identity a few years ago, was reorganized last year. The new division will coöperate with division superintendents in the handling of all matters pertaining to buildings and sites, especially in connection with the extension program. The authorized personnel of the new

Bureau of Education
Publications

Material Printed in
the General Office

A New Buildings
Division

division includes a chief, a buildings clerk, draftsmen, surveyors, computers, chainmen, and laborers.

It is planned to effect such changes in the standard plans for new buildings as may be made necessary by present conditions affecting building construction. It is also planned to issue new

Building Plans and additional plans for semipermanent structures and to issue such other plans as may be

required to meet the needs of the extension program. It is planned further to work in conjunction with other bureaus and branches of the Government in order to obtain quick action on all building and site papers so as to expedite the acquisition of sites and the construction of buildings.

The untoward conditions affecting building construction which have existed during the last two years and which have been

Abnormal Conditions mentioned in the last two annual reports, continue to have their effect on our building program. Peace conditions have not brought about the reduction in prices of building materials which was expected. On the other hand, prices of building materials and the cost of labor continue to rise.

In spite of these difficulties, a larger number of school buildings were completed during 1919 than during any previous year. This record could not have been made if the 1919 appropriation for school-building construction had not

Status of the Building Program been larger than ever before and if the funds provided by Act 2782 for the extension of

schools had not called for the construction of a large number of buildings. A greater number of temporary and semipermanent buildings were constructed during the year than would have been approved of under normal conditions, but most of these structures were built to house schools called for in the extension program.

The question of changing the building policy of the Bureau of Education was thoroughly discussed at the 1919 convention of division superintendents in Baguio. The proposition was

Building Policy later discussed with the Consulting Architect and with the Director of Public Works, both of

whom were of the opinion that the construction of buildings should not be deferred and that there was no good reason for discontinuing the requirement of concrete buildings as the standard. These officials think that little, if anything, can be gained by using first or second-group timber as a substitute for concrete, because buildings constructed of first and second-group timber cost nearly as much as buildings con-

structed of concrete and would require a greater annual expenditure for upkeep. This Office accordingly issued instructions to the field in which the building policy was restated in the following terms:

This Office agrees with the Director of Public Works regarding the necessity of continuing the building program. It is also thought that the cost of constructing school buildings of concrete at present prices is not greater than the cost of constructing buildings of first-group seasoned wood. In some localities it may be that the construction of buildings of wood will mean a saving of 25 per cent or more because of the difference in transportation and for other reasons. In some localities it may be practically impossible to construct a concrete building. In cases where the difference between the cost of concrete and the cost of wooden buildings would be sufficient to pay charges of upkeep and at the same time to offset deterioration for a period of at least ten years, this Office will approve the construction, from local or municipal funds, of buildings of thoroughly seasoned first or second-group lumber. Insular aid will be allotted only for the construction of concrete buildings erected according to approved plans.

In order to meet the rise in building costs, this Office secured the passage of Act 2791 empowering municipalities and provinces to borrow money for permanent public improvements from the Insular Government, from the Philippine National Bank, and from the Postal Savings Bank. Section 2117 of the Administrative Code which authorizes the loan of municipal deposit funds for school purposes was also taken up and its operation clarified by administrative decisions of the Attorney-General and the Insular Auditor. The Insular Auditor at the instance of this Office authorized the creation in municipal accounts of a special school outlay fund. This fund reestablishes in local accounts the school-building deposit fund which formerly existed in the provincial treasury and which was abolished in 1917. The revival of this fund will simplify the operation of the policy of this Office which requires that 20 per cent of the revenues of the municipal school fund be set aside each year for the acquisition of land, of permanent buildings, and of equipment, and makes it possible for the superintendent to save funds for building construction.

The passage of Act 2791, referred to above, relieved the building situation to a certain extent only, because many of the municipalities were not in a position financially to contract loans.

However, a number of the municipalities which, in their efforts to take advantage of the act, found themselves unable to contract the loans required because of low paying capacity due to low rates of

Insular and
Provincial Loans

Effects of
Loan Act

taxation or to low rates of assessed values, have increased the rates of taxation to the legal maximum or have revised property values. The increase in municipal revenues resulting from this progressive step will stimulate public improvements to a great extent.

The Legislature during its last session gave general authorization to local governments to issue bonds for permanent public improvements. Through these bond issues local governments may be able to obtain larger amounts of money for longer periods of time at smaller rates of interest than through loans provided for by Act 2791.

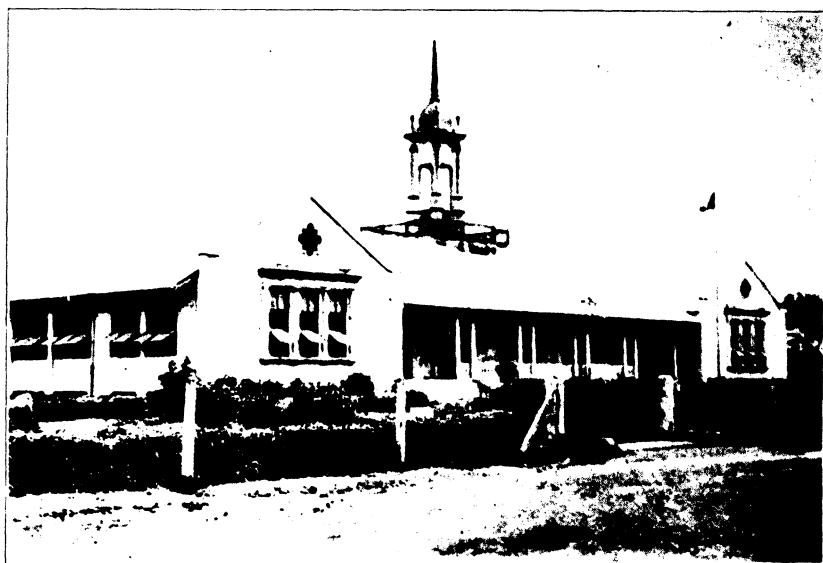
Among the most important of the Insular loans which have been made to municipalities and to provinces for the construction and completion of school buildings are the following:

| | |
|--|---------|
| To the province of Iloilo, for normal school..... | ₱75,000 |
| To the province of Tayabas, for dormitory..... | 65,000 |
| To the province of Capiz, for high school..... | 50,000 |
| To the province of Oriental Negros, for high school..... | 50,000 |
| To Balanga, Bataan, for high school..... | 25,000 |
| To Lopez, Tayabas, for elementary school..... | 25,000 |
| To Capiz, Capiz, for elementary school..... | 20,000 |
| To Surigao, Surigao, for elementary school..... | 20,000 |
| To Narvacan, Ilocos Sur, for elementary school..... | 12,000 |
| To Paoay, Ilocos Norte, for elementary school..... | 10,000 |
| To Abuyog, Leyte, for elementary school..... | 10,000 |
| To Unisan, Tayabas, for elementary school..... | 10,000 |

As in former years, much help in the construction of school buildings was received from the people in the form of voluntary contributions of money, materials, labor, and land. A large

**Voluntary
Contributions**

number of municipalities have been authorized to solicit and to receive voluntary contributions. According to reports of division superintendents, ₱245,530 were received in this manner and spent on buildings and sites during the school year 1918-19. In connection with the school extension funds provided for by Act 2782, it has been the policy to give preference to those communities which contribute most to the schools. This has encouraged the donation of a large number of buildings and sites by friends and patrons of schools. In some barrios, the people have secured land, constructed schoolhouses, and provided the school equipment, with the understanding that the Government would furnish the necessary teachers and supplies.



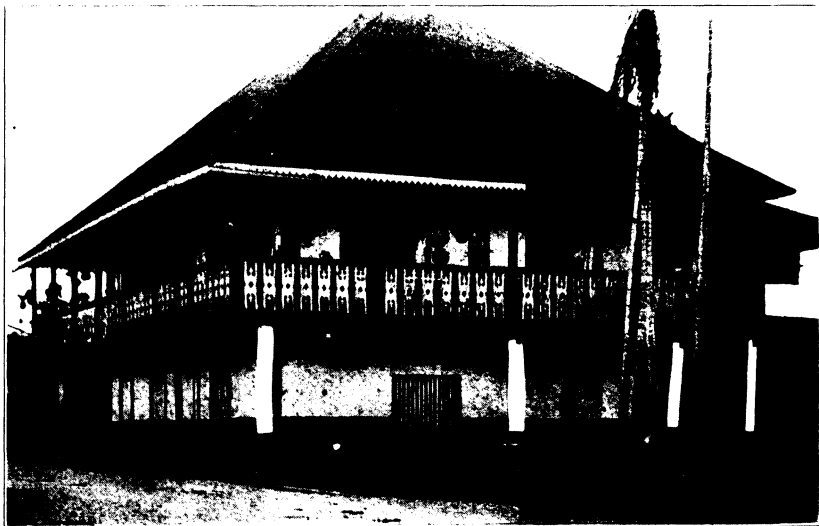
Rizal Memorial School building at Calamba, Laguna.



Academic building and dormitory in process of construction at the Camarines Agricultural School.



A standard-plan school building at Valencia, Bohol, with the old building in the background.



Domestic-science building, Calbayog Intermediate School, Calbayog, Samar.

As has been said elsewhere in this report, the funds available last year for the acquisition of school sites and for the construction of school buildings was larger than ever before. The amount appropriated for school sites and for school buildings by Act 2786 was ₱1,850,000. This was distributed as follows:

| | |
|---|-----------|
| Distribution of Funds. | |
| For normal schools..... | ₱400,000 |
| For central and barrio schools..... | 400,000 |
| For high schools..... | 300,000 |
| For agricultural schools..... | 200,000 |
| For non-Christian and special provinces..... | 50,000 |
| For the completion of buildings under construction..... | 200,000 |
| For the School for the Deaf and the Blind..... | 100,000 |
| For the Philippine School of Arts and Trades..... | 200,000 |
| Total | 1,850,000 |

The funds carried by this appropriation, with the exception of those allotted to the School for the Deaf and the Blind and the Philippine School of Arts and Trades, were allotted as Insular aid to municipalities and provinces under certain conditions which had to be met before the funds were actually made available. Although different projects called for different conditions, the two most general of all the requirements were: (1) the provision of an adequate site, and (2) the raising locally of a sum of money which when added to the Insular aid would be sufficient to complete the construction of the building proposed. In many cases, local governments had to resort to Insular loans to meet the latter requirement.

Authority was granted during the year for the construction of 38 concrete buildings, among the larger of which were: the Eastern Visayan Normal School building; the Western Visayan Normal School building; the Capiz High School building; the Isabela High School building; the Mindoro High School building; the Oriental Negros High School building; the Marinduque High School building; and an addition to the Romblon High School building. Plans are being made for the construction of a number of other school buildings, among the larger of which are: a new building for the School for the Deaf and the Blind; the Leyte Agricultural School building; the Union Agricultural School building; additional buildings at the Trinidad Agricultural School; a dormitory for high-school girls at Lucena, Tayabas; and a dormitory at Laoag in connection with the Northern Luzon Normal School.

A site has been purchased in Pasay, Rizal, for the School for the Deaf and the Blind, and it is hoped to begin work on the building in time for it to be completed late in 1920. A site has been selected for the Leyte Agricultural School, and work on the buildings is awaiting the final deposit of the funds, which have already been arranged for. A site has been chosen for the Union Agricultural School, but difficulties have been encountered in connection with its purchase due to conflicting claims as to present ownership.

Construction work on the buildings for the new normal schools has not proceeded as rapidly as this Office would like. The completion of the Northern Luzon Normal School building, at Laoag, which was authorized in 1918, has been delayed because of the large amount of grading required on the site and because of the difficulty of securing labor and materials. Work has not yet been started on the Eastern Visayan Normal School building, at Cebu, and the Western Visayan Normal School building, at Iloilo, because of difficulties met with in connection with the extension of the sites chosen for these buildings and because of the possibility of changes being made in the building plans. Work on the Zamboanga Normal School building is being pushed, and the building will be ready for occupancy at an early date.

That the construction of concrete buildings is more economical in the long run than the construction of wooden buildings is shown by the reports from the field on buildings destroyed during the year. Of the 39 buildings totally destroyed during 1919, not one was built of concrete and not one was classified as a permanent structure.

To house all of the schools during the school year 1918-19, incomplete reports show that 476 buildings were rented at a total cost of ₱83,278. These figures indicate the extent of the shortage of buildings and in a measure the extent of the building program which the Bureau is called on to undertake. Every effort is being put forth in every division to do away with rented buildings as fast as possible, because rented buildings are not satisfactory for school purposes.

At present there are 3,432 buildings, of which 919 are

classified as permanent; 816, as mixed-material; and 1,697, as temporary or provisional. Of the 919 permanent buildings, 475 are constructed according to standard plans and are known as Gabaldon school buildings. The increase in the number of standard-plan buildings¹ is 16; in the number of special buildings, 36; in the number of mixed-material buildings, 75; in the number of temporary buildings, 271. The increase in the number of all buildings since 1918 is 398, of which 362 were constructed without Insular assistance. Of the 362 buildings constructed without Insular assistance, 4 are concrete; 96 are mixed-material; and 262 are temporary.

The work done among the schools in practical sanitation is bringing good results. The provision of boiled water in closed vessels for drinking purposes and the construction of sanitary privies in connection with school buildings have led the people to introduce these arrangements at their homes. At the 1919 convention of division superintendents the unanimous opinion was expressed that, so far, the Antipolo type of school privy has been the most satisfactory. It is hoped that the use of this type of privy will soon be general throughout the Islands.

The problems in connection with the acquisition and the improvement of school sites received due attention during the last year. The aim is to secure a first-class site for every school established in the Archipelago. After the site is acquired and after the building is erected, the aim is to make the school the most attractive-looking place in the community. In a circular sent from this Office during 1919 to division superintendents, the policy of making all sites first-class was reiterated and special reference was made to the acquisition of barrio-school sites. Superintendents have been urged to obtain first-class sites now while land is comparatively easy to obtain, and they have also been urged to comply with the requirements of the Service Manual in regard to the conversion of second and third-class sites into first-class sites as soon as possible. Efforts have been made to enlist the aid of the barrio people by assuring them of a school and teachers if they would furnish a site and, if possible, a

¹ Among the standard-plan buildings completed during the year are: 8 Plan-7 buildings; 4 Plan-6 buildings; and 4 Plan-4 buildings.

building. This plan is recommended because it gives barrio people a personal interest in the school for which they have furnished the site and because barrio people can obtain a site at a much lower price and with much less annoyance than government representatives.

The Bureau of Education appreciates the coöperation of those branches of the Government which have helped to facilitate the acquisition of sites. Recently the Department of Justice lent a helping hand by issuing a comprehensive circular to all judges of the courts of first instance with instructions—

Coöperation of
Other Branches
of the Government

1. That upon the receipt of an application for the registration of school site or sites, the court should order immediately the publication of said application.
2. That the hearing of such application be given preference in the court calendar over the hearing of any ordinary case.
3. That immediately after the trial of the case, the court should render the corresponding decision.
4. That after the judgment has become final, the Chief of the General Land Registration Office be immediately notified to that effect.

The Bureau of Lands gives preference to the survey of school sites, and has even gone so far as to agree to send out special surveying parties to handle any large number of sites, if this is ever thought necessary. The Chief of the Executive Bureau has sent a letter to provincial governors and to municipal presidents requesting their closest coöperation in the matter of obtaining school sites. This Office has amended the Service Manual in such a way as to reduce as much as possible the amount of paper work in connection with the acquisition of school sites.

The attention of superintendents was invited to the instructions issued from this Office in 1917 describing the general principles to be observed in the preparation and in the carrying out of plans for school-ground improvements. Superintendents were advised to place emphasis on the improvement of all school sites irrespective of the kinds of buildings thereon and were required to prepare plans for all such improvements. For the information of the General Office, it is required that plans for school-site improvements appear on the back of the site card submitted for each site.

There are now 3,647 school sites. Of these, 3,532 are central

Improvement of
School Sites

and barrio-school sites, which are classified as follows: first class, 1,521; second-class, 718; third-class, 1,293. The remaining 115 sites are classified as provincial and Insular.

**Number of
School Sites**

The total value of provincial and Insular school sites is ₱1,366,833.74 and the total value of municipal school sites is ₱2,736,761.37. The increase in the number of school sites during the last year was 454, of which 367 were barrio-school sites and 87 were central-school sites; and of which 265 were first-class, 107 were second-class, and 82 were third-class. The number of first and second-class sites obtained during 1919 is almost double the number of first and second-class sites obtained during 1918. The number of third-class sites obtained during 1919 is smaller than the number of third-class sites obtained in 1918. The number of barrio-school sites acquired during 1919 was almost double the number of barrio-school sites acquired during 1918. The large increase in the total number of sites is due principally to the workings of the extension program.

SCHOOL FINANCES

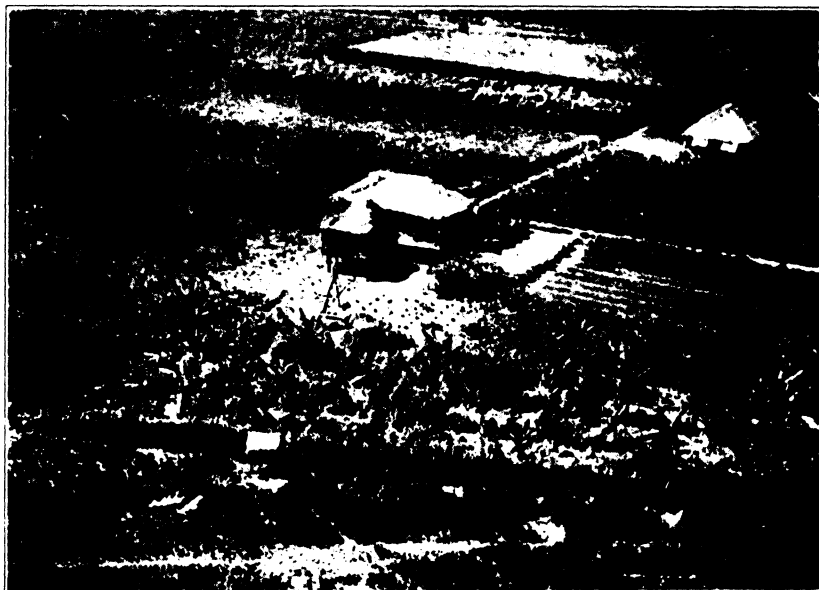
The net total of expenditures—Insular, provincial, municipal, and contribution—for public instruction amounted to ₱15,584,422.14¹, a per capita cost, based on the 1918 census, of ₱1.505. This is an increase of ₱4,854,212.14 over the net total reported in 1918. This increase came largely from the Insular Government although there was a fair increase in both provincial and municipal school expenditures. The increase which came from the Insular Government came from three sources, namely, (1) the 1919 annual increment from Act 2782 (commonly known as the Thirty-Million-Peso Act) which amounted to ₱735,000; (2) the current appropriation, Act 2785, the amount of which exceeded the appropriation for the previous year by ₱2,412,178, of which sum ₱1,500,000 was for the extension of elementary education; (3) the public-works Act 2786 which carried the largest amount

¹ This total of expenditures does not represent true expenditures for the fiscal year 1919. The figure is a combination of 1919 Insular expenditures and 1918 provincial and municipal expenditures. It is determined in the same way in other annual reports of the Director of Education, because it is impossible to get statements of provincial and municipal expenditures for the fiscal year in time for inclusion in the annual report. Wherever figures for provincial and municipal school expenditures occur, they are for the fiscal year 1918.

on record for Bureau of Education public works, the amount being ₱550,000 larger than for 1918. Provincial school expenditures during 1918 totaled ₱284,596.43 more than during 1917 principally because of the reassessment of land values. This increase, however, scarcely provided for the normal increase in school enrolment and did not offset the loss in revenues due to the discontinuance of the collection of tuition in the intermediate grades. If statistics for 1919 were available for the provinces and municipalities, it is believed that they would show a correspondingly larger increase, in view of the fact that the program of extending secondary and technical education has made increasingly larger demands on the provinces. No doubt the large number of loans contracted by these local governments in accordance with the authority given in Act 2791 likewise increased the annual expenditures, since a large number of these loans were obtained for school purposes.

The outstanding features of the financial work in connection with the schools for the fiscal year were the distribution and the expenditure of the ₱2,235,000 made available for school extension work by Acts 2782 and 2785; and the **School Extension Work and Loans for School Projects** act authorizing local governments to contract loans, which resulted in great activity in the securing of loans for public-school projects. The funds spent on school extension work made it possible (1) to abolish the collection of tuition in the intermediate grades, (2) to help increase salaries of municipal teachers, (3) to avoid closing many schools because of insufficient local funds, and (4) to open many new schools and many additional classes in old schools.

For the year 1919 the Insular Government provided ₱10,690,645.52 for the Bureau of Education. This sum, together with the balance of ₱420,399.62 brought forward from the year 1918, made available for the Bureau of Education from Insular sources a total sum of **Insular Appropriations** ₱11,111,045.14, or ₱4,225,200.46 more than was made available for the year 1918. Of this ₱11,111,045.14, ₱9,009,107.36 was for administration and instruction and ₱2,101,937.78 was for public works. The funds to be disbursed directly by the Director of Education amounted to ₱10,253,707.74, derived as follows: from Act 2785, ₱7,831,832.74; from Act 2782, ₱735,000; from Act 2736, public works, ₱100,000; from Act 2786, public works, ₱1,550,000; from Act 2794, M. H. del Pilar Memorial School, ₱15,000; and from Emergency Board allotment, ₱21,875. Allotments remaining on the books of the Director of Public Works and totaling ₱436,937.78 were made



The Siraway Settlement Farm School in Zamboanga Province.



The buildings of the Awang Settlement Farm School in Cotabato Province.



Morong (Rizal) indoor-baseball team at daily practice. This team has not lost a single game in two years.



Amerioan teachers' plot in Cementerio del Norte, Manila, on last Decoration Day.

from Acts 2736 and 2786. Balances brought forward from appropriations of previous years totaled ₱420,399.62, derived as follows: from Act 2727, ₱12,383.26; and from Act 2736, ₱408,015.36.

From the funds disbursed by the Director of Education the total expenditures amounted to ₱10,228,002.72 gross and to ₱10,087,449.92 net; the balances carried forward amounted to ₱446,104.64; and the reversions of income amounted to ₱140,552.80. From Acts 2782 and 2785 and from the balance carried forward from

**Insular
Expenditures**

1918. there was expended for administration and instruction ₱8,601,091. Of this sum, ₱79,872.27 was for equipment; ₱3,238,001.89, for salaries, bonuses, and wages; ₱792,503.89, for purchase of supplies; ₱4,030,010.16, for Insular aid to provincial and to municipal governments; and ₱460,702.79, for miscellaneous current expenses. However, since income in the amount of ₱140,552.80 was reverted to the Insular Treasury, the total net expenditures from the current appropriations were ₱8,460,538.20. From Acts 2786 and 2794 and from the balances carried forward from 1918 in Act 2736, there was expended for public works ₱1,626,911.72. Of this sum, ₱331,600 was for barrio, central, intermediate, and farm schools; ₱240,000, for provincial high schools; ₱50,000, for schools in non-Christian and special provinces; ₱100,000, for the Manila High School; ₱500,719.26, for normal schools; ₱156,010.32, for buildings, sites and irrigation, Central Luzon Agricultural School; ₱12,841.94, for dormitory, cottages, and garage, Baguio; ₱20,740.20, for the purchase and the improvement of land for the Philippine Nautical School; ₱200,000, for the completion of school buildings; and ₱15,000, for the construction of the M. H. del Pilar Memorial School in the municipality of Bulacan, Bulacan. From Acts 2736 and 2786, a balance of ₱446,104.64 was carried forward to the fiscal year 1920 to be distributed as follows: for Filipino Girls' Dormitory, Baguio, ₱1,006.20; for dormitory, cottages, and garage, Baguio, ₱13,058.06; for the purchase and the improvement of land for the Philippine Nautical School, ₱4,259.80; for the purchase and the improvement of land for the Philippine Normal School and the Philippine School of Arts and Trades, ₱124,280.74; as aid for the Southern Luzon Normal School, ₱50,000; as aid for barrio, central, intermediate, and farm-school buildings, ₱95,400; as aid for provincial school buildings, ₱110,000; and for buildings, sites, and irrigation, Central Luzon Agricultural School, ₱48,099.84.

The total expenditures for school buildings and sites from the

funds which were allotted by Acts 2736 and 2786, but which remained under control of the Director of Public Works amounted to ₱350,280.85. A balance of ₱86,656.93 from these funds is being carried forward to the fiscal year 1920 to be distributed as follows: for Dormitory Hall, Baguio, ₱1,005; for a building and site for the School for the Deaf and the Blind, ₱65,000; for the academic building and other improvements at the Philippine School of Arts and Trades, ₱18,346.28; for maintenance, alteration, improvement, and repair of public buildings, ₱2,230.79; and for the Piang (Cotabato) Agricultural School building, ₱74.86.

Included in the above expenditures are the sums allowed by the Legislature for extension work during 1919. The first annual increment from Act 2782 was ₱735,000. In addition to

**Distribution of
Funds for the Ex-
tension of Schools**

this amount, the Legislature provided in Act 2785 a further sum of ₱1,500,000 for extension work. It was understood that the ₱735,000 provided by Act 2782 was to be devoted to the abolition of the collection of tuition in the intermediate grades and that the ₱1,500,000 provided by Act 2785 was to be used for the extension of the elementary schools under the same authority as was given in the general terms of Act 2782. These funds were allotted and expended (1) for increasing salaries of municipal teachers; (2) for the extension of primary instruction; (3) for the abolition of the collection of tuition in intermediate schools; (4) for standardizing aid for intermediate grades; and (5) for the extension of intermediate education.

The funds for primary education were distributed to the provinces on the basis of population, the Department of Mindanao and Sulu being considered as one province. Within the provinces, the division superintendents distributed the funds for the purposes above indicated under the condition—

1. That the schools or classes established are provided for on a permanent basis as to future funds and as to plant and equipment. (This means (1) that the enrolment is not to be pushed beyond the point where it cannot be taken care of with an equal allotment of funds in the succeeding five years; (2) that funds are to be set aside and provision made to fully equip new schools or classes with standard desks and other necessary school equipment, including at least a chair and a table for the teacher and one bookcase; (3) that funds are to be set aside and provision made to acquire standard sites for the new buildings to be erected; and (4) that provision is to be made to erect at an early date satisfactory standard-sized schoolrooms or complete buildings with at least

hardwood posts and board floors. It is understood that, while the site is being secured and the building constructed, classes or schools may be conducted in buildings rented from these funds.)

2. That no classes be organized with a minimum attendance of less than twenty pupils per teacher.

3. That salaries for the new teachers be on the basis of the salary scale now used in the division, but not less than ₦25 per month. (A new teacher of low attainments is not to be appointed at ₦25 per month if teachers of more experience and of higher attainments are receiving less money; but the better-qualified teacher receiving less than ₦25 may well be promoted and transferred to the extension class without causing salary inequalities and without improper use of funds appropriated.)

4. That in all feasible cases new third and fourth grades be opened in old schools.

5. That the general lines of extension work include—

- a. The continuance of classes that would necessarily be closed were it not for additional aid.
- b. The reopening of classes closed for lack of funds.
- c. The opening of classes where buildings and sites are available.
- d. The giving of first choice in the expenditures for sites and buildings to those barrios and municipalities which make the best offers of assistance.
- e. The securing of standard desks as rapidly as possible so as to seat all pupils.

The distribution of funds for intermediate education was made in three allotments. The first allotment was exactly equal to the amount made available as intermediate aid plus the amount collected in tuition fees during the school year 1918-19. The second allotment was made to correct irregularities resulting from the first allotment. The third allotment¹ was for the expansion of intermediate education by providing, as far as possible, additional grades and classes where they are most needed and to furnish required equipment in old schools.

The distribution of the first and the second allotments were made by this Office, and the division superintendents were given no discretionary powers in regard to them. The distribution of the third allotment was left to division superintendents with the provision that they make sure—

1. That all grades or classes established be made permanent additions to the school system.

2. That no class, grade, or grades be established which cannot be maintained under the same conditions of enrolment and funds in future years.

3. That no class, grade, or grades be established without being equipped for carrying out the course of study for such class, grade, or grades.

4. That if the class, grade, or grades should be opened in a rented building, plans be made to secure at an early date satisfactory, permanent government-owned quarters.

¹ The third allotment was made on the basis of intermediate enrolment of September, 1918.

Provincial support of education continues to be uncertain and in a measure unsatisfactory. Some provincial boards are liberal, while others are parsimonious. But on the whole no large amount of interest is taken in providing for the needs of the provincial schools, and as a rule school officials do not know how to plan provincial

**Provincial School
Support**

school work from year to year because they cannot depend definitely on revenues for provincial school support. As mentioned on another page, the provincial school expenditures for the fiscal year 1919 were undoubtedly larger than those of any previous year, but the rapid growth of the needs of provincial schools has far exceeded this comparatively small increase. In 1918 the net provincial school expenditures amounted to ₱715,614.63, which is an increase of ₱284,596.43 over the net expenditures for 1917. The gross provincial school expenditures for 1918 amounted to ₱974,764.63, but as ₱259,150 of this amount came from Insular funds allotted as aid to provinces and reported as Insular expenditures in 1918, the real contribution of the provinces is represented by the figure showing the net provincial school expenditures. These provincial appropriations pay partly for the construction of buildings and the acquisition of equipment; and partly for the operation and the maintenance of school plants, including wages of janitors and laborers, the purchase of janitors' supplies, the upkeep of buildings and grounds, and the provision of furniture and equipment. They also provide in some measure for scholarships to the higher Insular institutions of learning; for school libraries; for the furnishing and the maintenance of offices of division superintendents; and for the employment of a few special provincial teachers. The major part of the expenses of provincial schools is covered by Insular appropriations.

The reassessment of real property increased the amount of municipal revenues available for school purposes in 1918 and undoubtedly did the same in 1919. However, the discontinuance of the collection of tuition from intermediate pupils and of voluntary contributions for operating expenses of schools probably reduced the

**Municipal School
Support**

amount of revenues of purely local origin for the year 1919. Municipal councils as a whole are alive to the needs of the schools and are willing to provide as liberally as possible from funds available. The transfers from general to school funds have been comparatively large and without them it would have been impossible to continue the schools. For 1918 the net municipal school expenditures amounted to ₱4,098,808.01, which was an in-

crease of ₱484,293.31 over the net expenditures for 1917. The gross municipal school expenditures amounted to ₱5,279,758.42, but as ₱1,180,950.41 of this amount came from Insular funds allotted as aid to municipalities and reported as Insular expenditures in 1918, the real contribution from purely local sources is represented by the figure showing the net municipal school expenditures. The gross expenditures were distributed as follows: for administration and instruction, ₱4,029,232.62; for maintenance of plant and equipment, ₱110,284.15; for purchase of land and construction of buildings, ₱939,970.37; and for purchase of equipment, ₱200,271.28. The municipal expenditures pay partly for the operation and the maintenance of elementary schools, including the cost of acquisition of school sites, the construction and the equipment of school buildings, the salaries of municipal teachers, the operation and the maintenance of school plants, the upkeep of buildings and grounds, and the provision of furniture and equipment.

Although the collection of voluntary contributions for operating expenses was discontinued on June 1, 1919, the total amount of voluntary contributions collected in 1919 was greater than that of any previous year. This is explained by the fact that municipal councils and the people were encouraged to obtain more standard school sites and to construct more school buildings in order to take advantage of the opportunity offered by the Government for the extension of elementary education. Many requests have been received from municipal councils for authority to collect and to receive voluntary contributions for the purposes above mentioned. The total of voluntary contributions collected in 1919 was ₱682,549.58, which when compared with those collected in 1918 shows an increase of ₱65,149.81. The assistance received by the schools from voluntary contributions plays an important part in municipal school finances in connection with the acquisition of school sites and the provision of buildings and equipment for elementary schools.

As will be seen from the above, the school financial system as at present constituted requires that the Insular Government render financial assistance in all branches of school work. The

**The School
Financial System**

Insular schools are supported entirely by the Insular Government. For the provincial, normal, high, farm, commercial, and trade schools, the Insular Government pays the salaries of teachers, the provinces provide the buildings and the equipment, and the pupils furnish their own books. Schools offering the primary and the

intermediate courses are supported largely by the municipalities from local school revenues, but they are given Insular aid in the employment of teachers, in the payment of current expenses, and in the construction and the equipment of buildings. All books and supplies are furnished to primary pupils by the Insular Government free of charge. The intermediate pupils furnish their own books and some of their supplies. The entire cost of superintendence and supervision of schools is borne by the Insular Government.

With the passage of Act 2782, the problems in connection with the handling of elementary schools has been solved for five years at least. But no provision has been made for the provincial high schools and for the provincial schools giving

**Financial Needs of
the School System**

normal, farm, trade, and commercial courses. As these schools are provincial schools, they should be maintained by provincial governments, but since provincial governments have done little to support them, the Insular Government has had to keep them going by meeting most of the expenses in connection with their operation. Progress in education, in agriculture, and in commerce requires that these schools be not only maintained but increased in size and number. Lack of funds makes it impossible (1) to maintain more than one high school in each province; (2) to establish, to equip, and to maintain the number of normal schools required; (3) to operate farm and agricultural schools successfully; (4) to give adequate support to the trade schools, which even now are powerless to provide the large number of trained men needed to meet the industrial demands of the country; (5) to maintain more than one commercial school for the entire Islands; (6) to furnish adequate support to the commercial courses which are given in a few high schools. To provide more funds for provincial high schools and for provincial vocational schools the Bureau some years ago placed before the Legislature a bill creating a provincial school fund. This much desired piece of legislation has been presented each succeeding year. At the 1918 session in addition to this bill, there was presented an agricultural-education bill and an agricultural-normal-education bill, but neither of these received approval. At the 1919 session, a new provincial-school-fund bill and the same agricultural-education bill were presented. It is certainly hoped that some sort of legislation will soon be made to provide for the founding, the operation, and the maintenance of more provincial high and vocational schools.

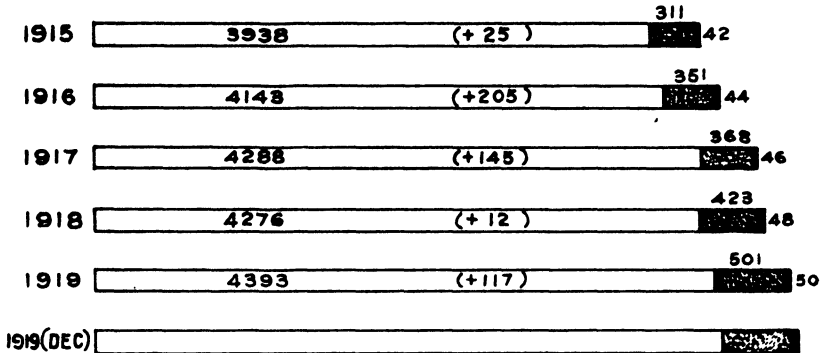
The school system also needs another appropriation similar to that carried in the Gabaldon Act to provide definite and permanent building plans for central and barrio schools. With the operation of the acts recently passed by the Legislature providing for loans and for bond issues and with a definite scheme of Insular aid like that contained in the Gabaldon Act, it will be possible to supply to some extent the great demand for permanent school buildings.

Respectfully submitted.

LUTHER B. BEWLEY
Director of Education

DEVELOPMENTS IN PHILIPPINE PUBLIC SCHOOLS

NUMBER OF SCHOOLS



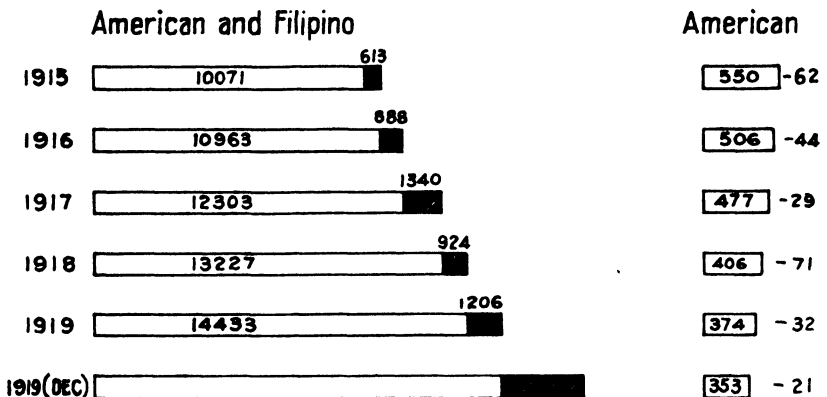
□ Primary

▨ Intermediate

■ Secondary

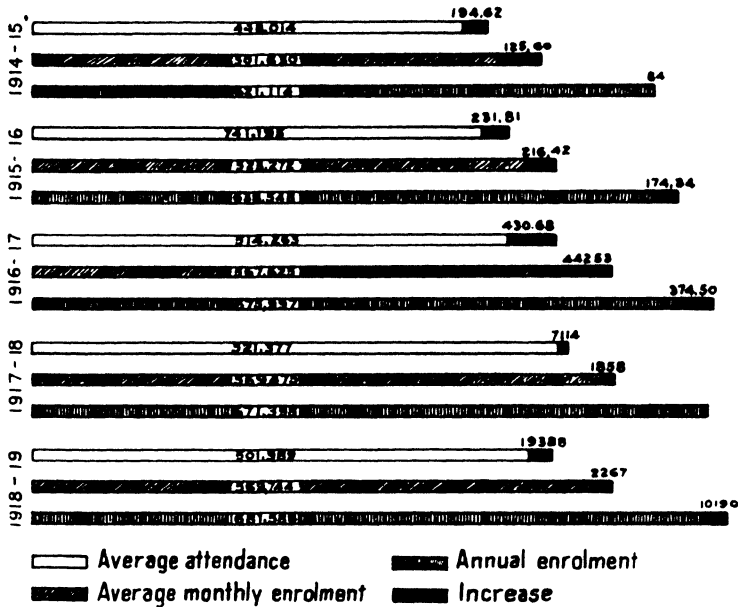
(+1318) = Increase over previous year

NUMBER OF TEACHERS



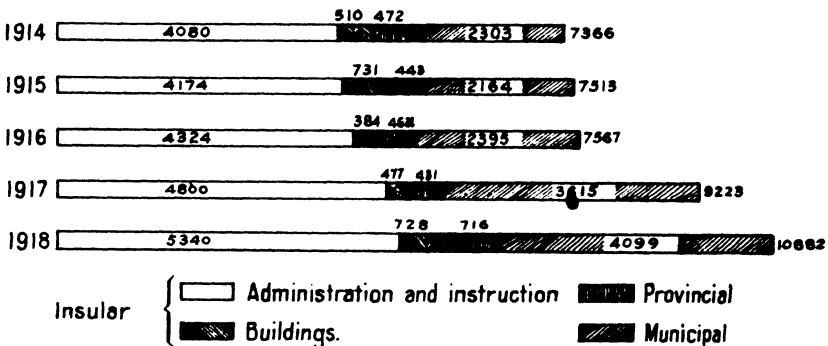
■ Increase over previous year

NUMBER OF PUPILS

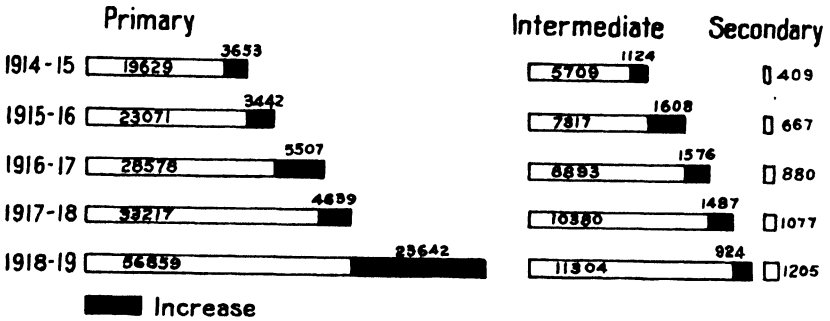


EXPENDITURES FOR EDUCATION

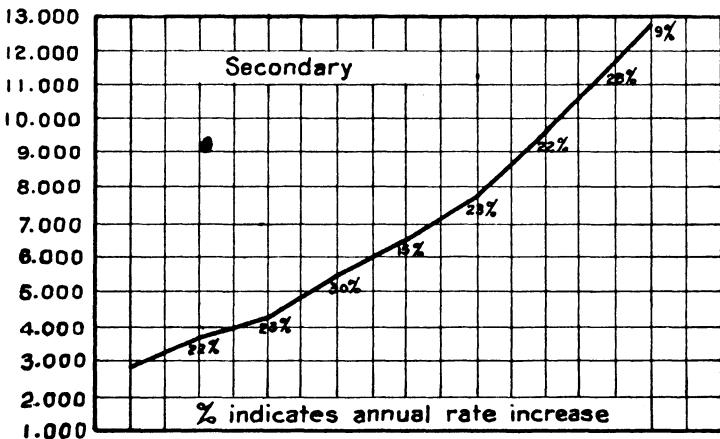
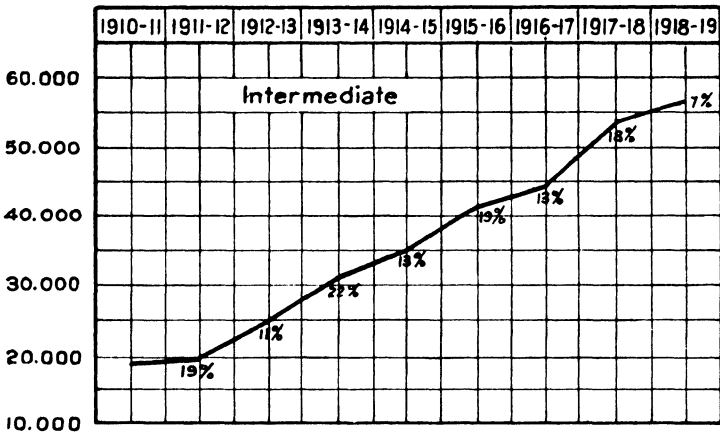
(In thousands of pesos)



NUMBER OF GRADUATES



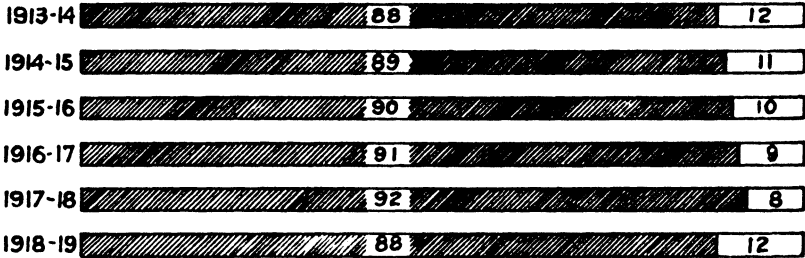
AVERAGE DAILY ATTENDANCE



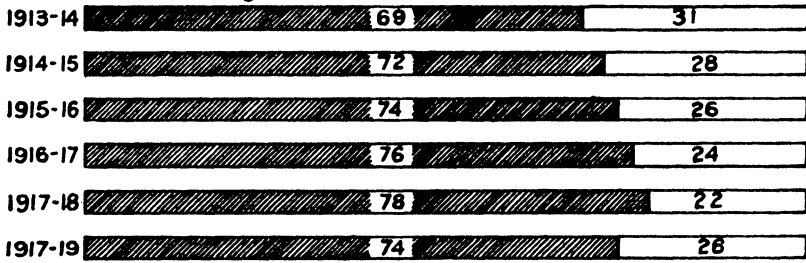
PERCENTAGES OF ATTENDANCE

 Per cent absent

Basis: Average Attendance + Average Annual Enrolment

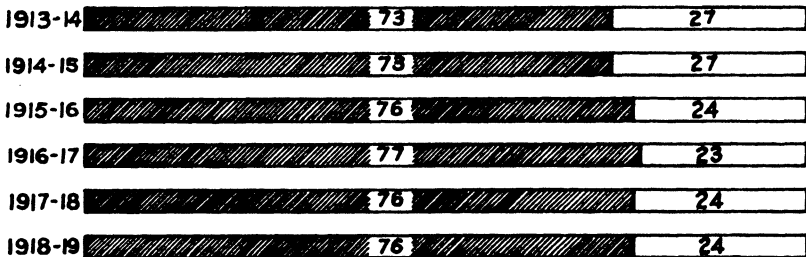


Basis: Average Attendance + Total Annual Enrolment

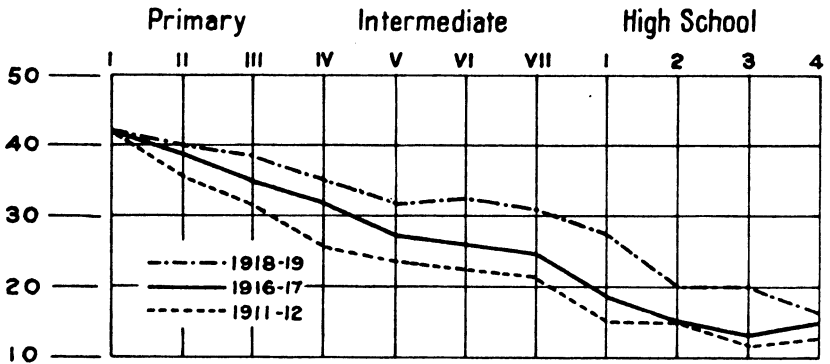


PERCENTAGES OF PUPILS HELD IN SCHOOL THROUGH THE YEAR

 Per cent dropped

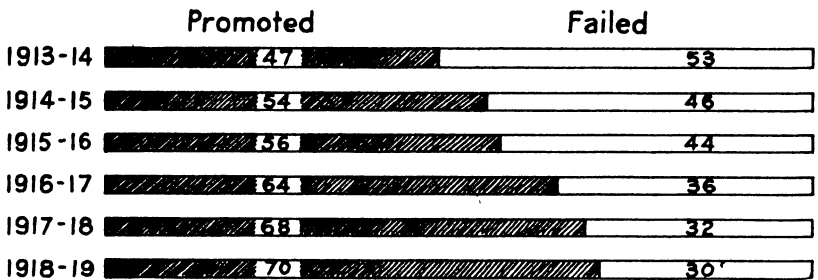


PERCENTAGES OF PUPILS IN EACH GRADE WHO ARE GIRLS

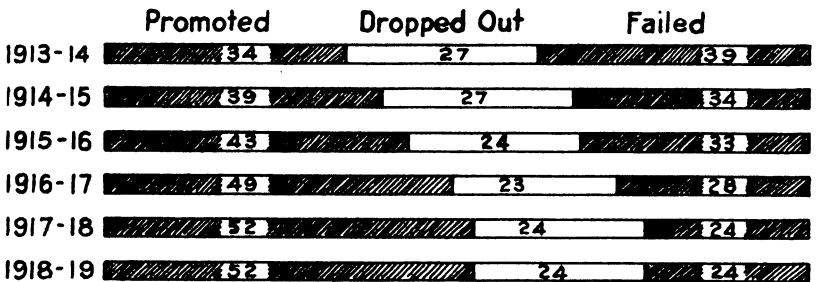


PERCENTAGES OF PUPILS PROMOTED

Based on March Enrolment

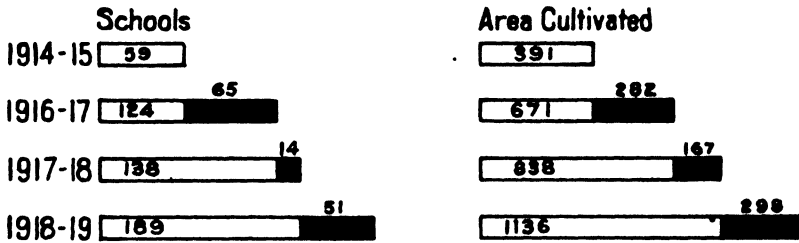


Based on Annual Enrolment

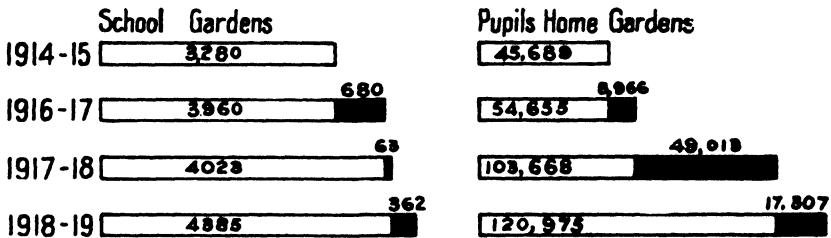


AGRICULTURAL EDUCATION

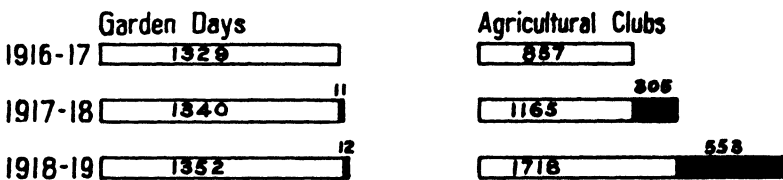
Farming



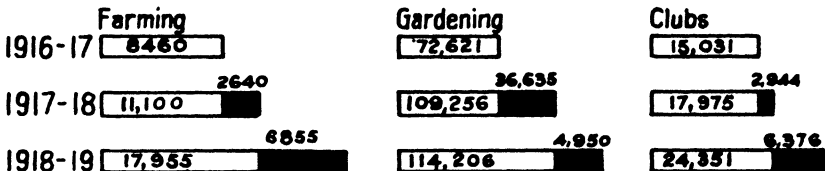
Gardening



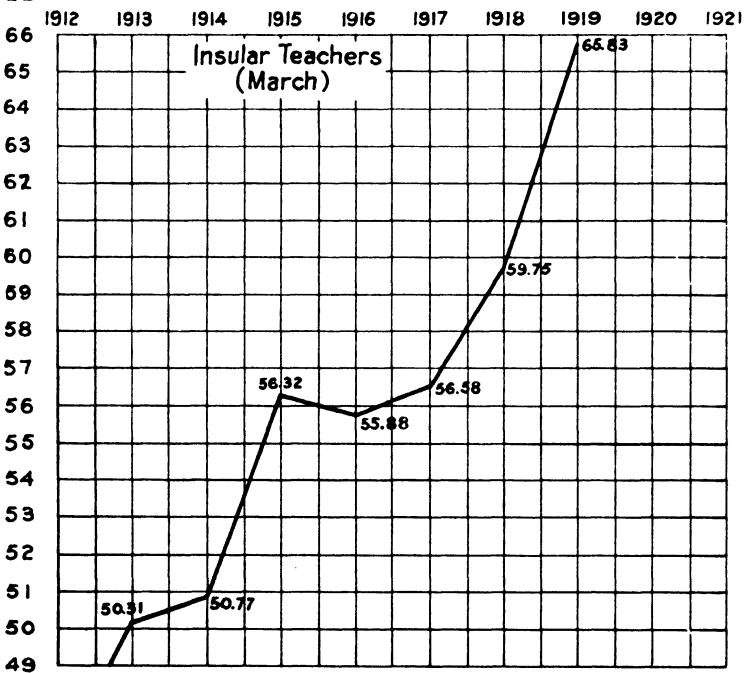
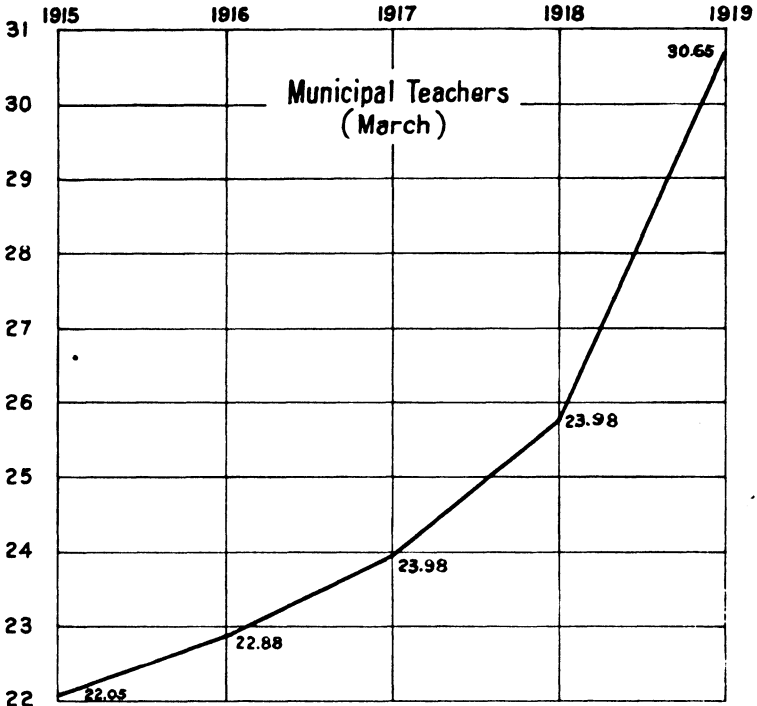
Extension Work



Pupils Reached



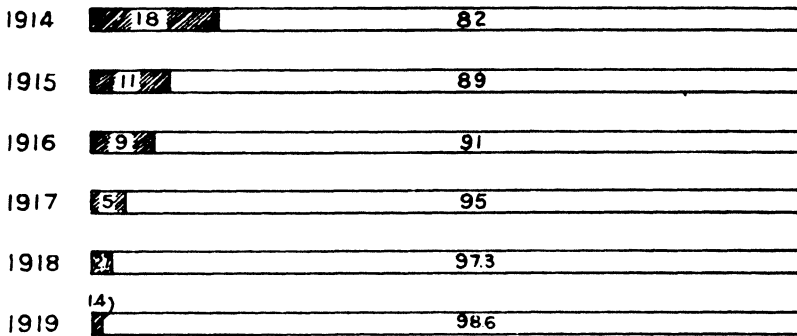
AVERAGE SALARIES OF FILIPINO TEACHERS (PESOS)



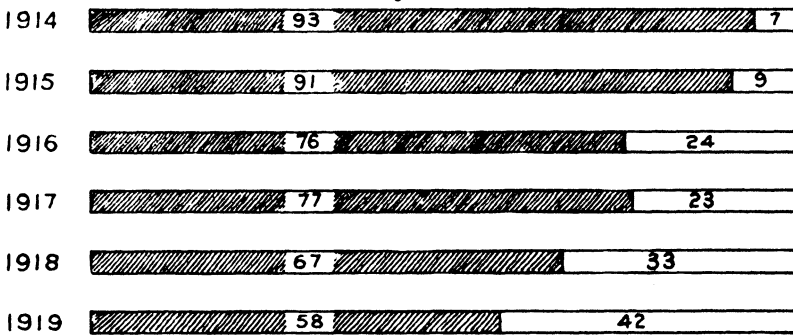
PERCENTAGE OF TEACHERS IN DIFFERENT KINDS OF WORK

■ Americans □ Filipinos

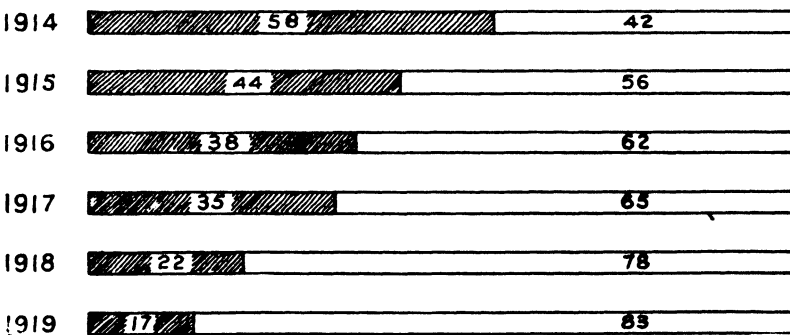
Intermediate Teachers



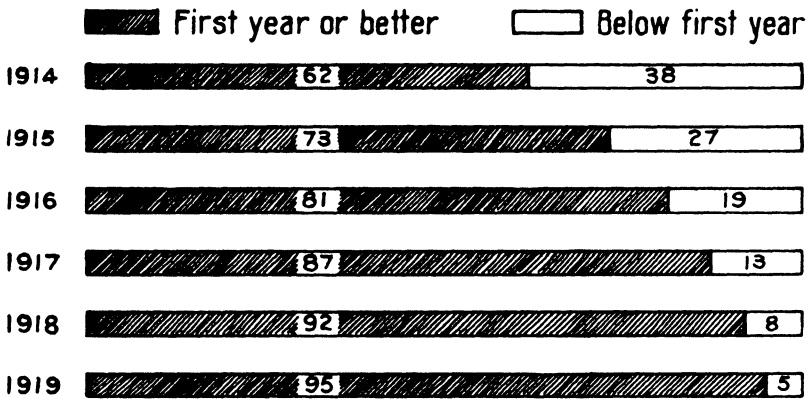
Secondary Teachers



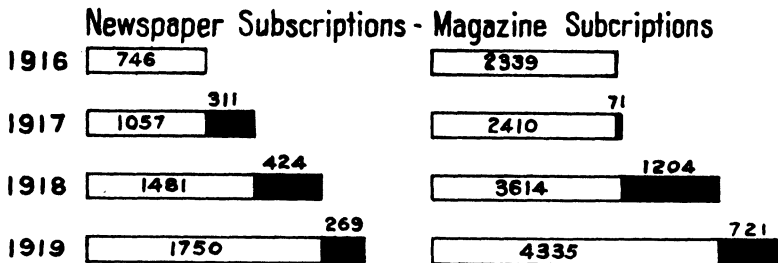
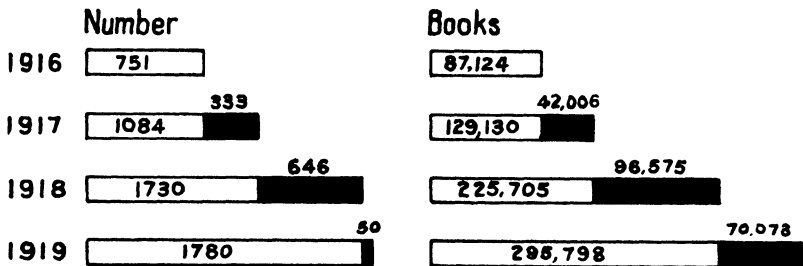
Supervisor



PERCENTAGE OF FILIPINO TEACHERS OF FIRST YEAR SECONDARY ATTAINMENTS OR BETTER

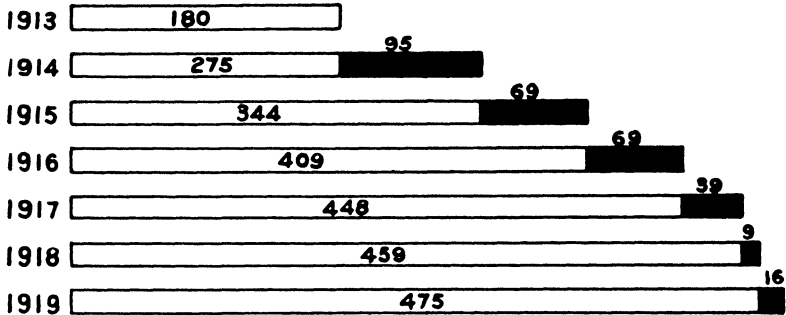


SCHOOL LIBRARIES (December)



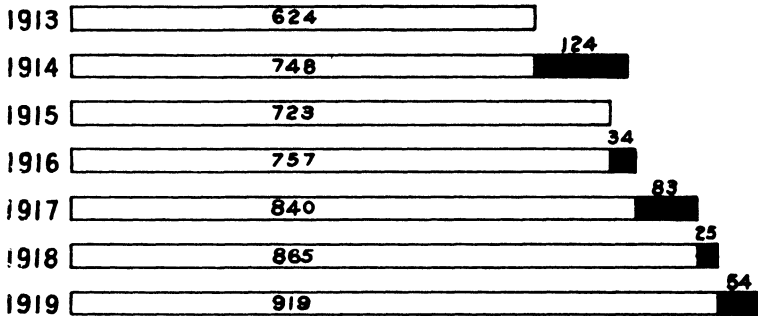
PERMANENT SCHOOL BUILDINGS COMPLETED

Standard Plan Reinforced Concrete



■ = Increase over previous year

All types of Permanent Buildings

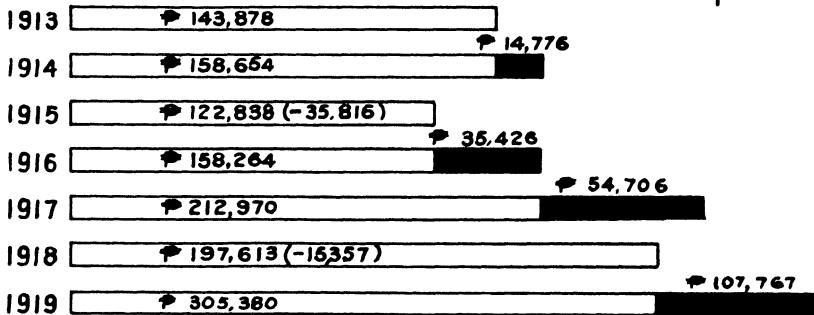


Decrease for 1915 due to more rigid classification

COMMERCIAL WORK DONE

IN

Trade Schools and Provincial School Shops.



APPENDIXES

APPENDIX A.—BUREAU OF EDUCATION PERSONNEL

Directing and Supervising Officers

[December 31, 1919]

LUTHER B. BEWLEY, Director of Education ¹
CAMILO OSIAS, Second Assistant Director of Education ²

The General Office

JOSE A. DE KASTRO, Chief Clerk ³
JOHN W. OSBORN, Chief of the Academic Division ⁴
WALLACE C. MAGATHAN, Superintendent of Property and Accounts and ex officio Chief of the Administrative Division ⁵
NORTH H. FOREMAN, Superintendent of Agricultural Instruction
HORACE E. CUTLER, Chief of the Industrial Division ⁶
KENDALL E. ROBINSON, Chief of the Buildings Division ⁷
MARIANO G. DEL ROSARIO, Chief Accountant ⁸
ALBERTO DALUSUNG, Property Officer ⁹
JOSE REYES, Chief of Records

¹ Luther B. Bewley was appointed Director of Education December 12, 1919. Mr. Bewley had been Acting Director since July 1, 1919, at which time Dr. W. W. Marquardt gave up his duties as Director of Education to accept the appointment as Educational Agent of the Philippine Islands in the United States.

² Camilo Osias returned from the United States July 2, 1919.

³ Jose A. de Kastro was appointed Chief Clerk July 19, 1919.

⁴ John W. Osborn left for the United States July 3, 1919. Frank E. Vitz was appointed Acting Chief of the Academic Division July 12, 1919.

⁵ Wallace C. Magathan was appointed Superintendent of Property and Accounts July 19, 1919, at which time the positions of Superintendent of Accounts and Superintendent of Property were combined with the administrative duties of the Chief Clerkship. G. Glenn Lyman was Superintendent of Property until July 16, 1919.

⁶ Horace E. Cutler left for the United States August 26, 1919, since which time H. Buffington Atkins has been Acting Chief of the Industrial Division.

⁷ Kendall E. Robinson was appointed Chief of the Buildings Division September 4, 1919, and left for the United States September 8, 1919.

⁸ Mariano G. del Rosario was appointed Chief Accountant January 28, 1919.

⁹ Alberto Dalusung was appointed Property Officer January 28, 1919.

Superintendents

| Name | Province or School | Headquarters |
|--------------------------------|--------------------------------------|--------------------|
| Frank L. Meinke (Acting) | Abra | Bangued |
| Thomas H. Cassidy | Albay | Albay |
| Gabriel R. Mañalac (Acting) | Antique | San Jose |
| Benito Pangillinan | Bataan | Balanga |
| H. M. Wagenblase | Batangas | Batangas |
| Frederic J. Waters | Bohol | Tagbilaran |
| Robert L. Barron | Bulacan | Malolos |
| Wiley B. Beard | Cagayan | Tuguegarao |
| Walter G. M. Buckisch | Camarines | Naga |
| Robert Clauson | Capiz | Capiz |
| Adam C. Derkum | Cavite | Cavite |
| Samuel J. Wright | Cebu | Cebu |
| Luther Parker (Acting) | Ilocos Norte | Laosag |
| Daniel E. Clancy (Acting) | Ilocos Sur | Vigan |
| James C. Scott | Iloilo | Iloilo |
| Sylvester C. Kelleher (Acting) | Isabela | Iligan |
| R. G. McLeod | Laguna | Santa Cruz |
| S. Colin Campbell | Leyte | Tacloban |
| Geo. R. Summers (Acting) | Manila | Manila |
| Justo Ramos (Acting) | Mindoro | Calapan |
| Ralph F. Rawson (Acting) | Misamis | Cagayan |
| Ralph H. Worsley (Acting) | Mountain | Baguio |
| Lewis P. Willis (Acting) | Nueva Ecija | Cabanatuan |
| Roy D. Bennett (Acting) | Nueva Vizcaya | Bayombong |
| Jacob A. Robbins (Acting) | Occidental Negros | Bacolod |
| John C. Early | Oriental Negros | Dumaguete |
| Charles S. Crowther (Acting) | Palawan | Cuyo |
| Roy K. Gilmore | Pampanga | San Fernando |
| Edward J. Murphy | Pangasinan | Lingayen |
| Charles W. Rummell (Acting) | Rizal | Pasig |
| Q. San Buenaventura (Acting) | Romblon | Romblon |
| B. Fielden Nutter (Acting) | Samar | Catbalogan |
| Geo. W. Satterthwaite | Sorsogon | Sorsogon |
| Charles A. Blue (Acting) | Surigao | Surigao |
| Arthur G. Spiller | Tarlac | Tarlac |
| Gilbert S. Perez | Tayabas | Lucena |
| Candido M. Alcazar (Acting) | Union | San Fernando |
| Antonio Nera (Acting) | Zambales | Iba |
| Miss Anna M. Donaldson | Philippine Normal School | Manila |
| Frank W. Cheney | Philippine School of Arts and Trades | Manila |
| Carl Rydell | Philippine Nautical School | Pasay, Rizal |
| Kilmer O. Moe | Central Luzon Agricultural School | Munoz, Nueva Ecija |

Head Teacher

| Name | Province | Headquarters |
|-------------------------------|----------|--------------|
| Osmundo S. de Castro (Acting) | Batanes | Basco |

Department of Mindanao and Sulu

CARL M. MOORE, Department Superintendent, Zamboanga

Division Superintendents

| Name | Province | Headquarters |
|-------------------------------|-----------|---------------|
| Frank P. Low (Acting) | Agusan | Butuan |
| Bertram S. Ten Hagen (Acting) | Bukidnon | Malaybalay |
| Arthur E. Harpst | Cotabato | Cotabato |
| Vernon D. Gibson (Acting) | Davao | Davao |
| Ralph E. Spencer (Acting) | Lanao | Camp Keithley |
| Jesse W. Light | Sulu | Jolo |
| John J. Heffington | Zamboanga | Zamboanga |

Principals of Insular Schools

CHARLES T. DODRILL, Philippine School of Commerce, Manila.
MISS DELIGHT RICE, School for the Deaf and the Blind, Manila.

Superintendents on Special Assignments

THOMAS J. MCQUAIDE, Superintendent of Private Schools.
GEORGE C. KINDLEY, Camarines Agricultural School.
CHARLES E. HOYE (Assistant), Central Luzon Agricultural School.

Division Superintendents on Leave in the United States

H. A. BORDNER left Manila March 10, 1919.
ANDREW W. CAIN left the division of Pangasinan November 10, 1919.
O. H. CHARLES left the division of Bohol May 15, 1919.
BENJAMIN LEVIN left the division of Ilocos Norte October 17, 1919.
LEODEGARIO VICTORINO (pensionado to the United States) left the division of Mindoro July 9, 1919.

SEPARATIONS AND DATES EFFECTIVE

Division Superintendents

JOHN C. BARNEY (Acting) resigned from the superintendency of the Mountain Province October 5, 1919.
WILLIAM S. FICKES resigned from the superintendency of Cavite December 7, 1919.
JEAN B. GRAHAM resigned from the superintendency of Samar March 31, 1919.
OLAF C. HANSEN resigned from the General Office May 5, 1919.
F. E. HEMENWAY, from the superintendency of Capiz; died May 3, 1919.
ARTIE A. HOUSE resigned from the superintendency of Misamis November 30, 1919.
LLOYD G. KIRBY resigned from the superintendency of Zamboanga November 15, 1919.
HONORIO POBLADOR was transferred November 1, 1919, from the superintendency of Union to the Bureau of Dependent Children.
CHRISTIAN A. SKATTEBOL resigned from the superintendency of the Mountain Province January 20, 1919.
HENRY C. STANTON resigned from the superintendency of Davao June 23, 1919.
ALEXANDER M. WILEY resigned from the superintendency of Isabela December 25, 1919.

APPENDIX B.—LEGISLATION

AGRICULTURAL—EDUCATION BILL

FIFTH PHILIPPINE LEGISLATURE }
First Session

HOUSE OF REPRESENTATIVES

Introduced by Representative Alejandro de Guzman

AN ACT TO PROVIDE FOR THE PROMOTION OF AGRICULTURAL EDUCATION; TO PROVIDE FOR COÖPERATION WITH THE PROVINCES IN THE PROMOTION OF SUCH EDUCATION IN AGRICULTURE AND HOME ECONOMICS; AND TO APPROPRIATE MONEY AND REGULATE ITS EXPENDITURE.

Be it enacted by the House of Representatives and the Senate of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. There is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections 2, 3, and 4 of this Act, to be expended as hereinafter provided by the Director of Education subject to the approval of the Secretary of Public Instruction, for the purpose of coöperating with the provinces in the establishment, in the equipment, and in the operation of provincial agricultural schools and for the preparation within the Philippine Islands of supervisors of agricultural projects and of teachers for agricultural schools.

SEC. 2. That for the purpose of coöperating with the provinces in the establishment and in the development of provincial agricultural schools subject to the provisions of this Act, there shall be available on the first day of January for the fiscal year of nineteen hundred and twenty the sum of two hundred fifty thousand pesos (₱250,000), and an equal amount annually thereafter for each of the three succeeding years: *Provided*, That the allotment of funds to any province shall be fifty thousand pesos (₱50,000) for each agricultural school to be established, equipped, or operated under the provisions of this Act, and no province shall receive aid for more than two schools, thereby making the maximum allotment for any one province one hundred thousand pesos (₱100,000).

SEC. 3. For the purpose of coöperating with the provinces in equipping and in operating agricultural schools, there shall be available for the use of the provinces for the fiscal year ending December thirty-first, nineteen hundred and twenty, the sum of two hundred thousand pesos (₱200,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-one, the sum of three hundred thousand pesos (₱300,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-two and annually thereafter, the sum of four hundred thousand pesos (₱400,000). Said sums shall be available for expenditure on the first day of January of each year and shall be allotted annually to the provinces in proportion to the provincial funds provided for the agricultural schools receiving aid from this Act, allotting one peso for each peso of provincial money provided for the fiscal year for which the allotment is made: *Provided*, That the allotment of funds to any province shall be not less than a minimum of five thousand pesos (₱5,000) nor greater than a maximum of

fifteen thousand pesos (₱15,000) for any fiscal year for each agricultural school established, equipped, or operated under the provisions of this Act: *And provided further*, That the funds thus appropriated and allotted shall accrue to a special provincial fund in each province to be known as the "Provincial School Fund," from which disbursement shall be made upon vouchers duly approved by the division superintendent of schools or his representative.

SEC. 4. For the purpose of training within the Philippine Islands supervisors of agricultural projects and teachers of agricultural schools provided for by the provisions of this Act, there is hereby appropriated for the fiscal year ending December thirty-first, nineteen hundred and twenty, and annually thereafter, the sum of one hundred thousand pesos (₱100,000) to establish scholarships. These scholarships shall be apportioned by the Director of Education, subject to the approval of the Secretary of Public Instruction, and appointments to scholarships shall be made by him or his representatives in a manner best suited to the promotion of the purposes of this Act. Each recipient of a scholarship shall be entitled to reimbursement of traveling expenses from place of residence to place where they are to receive training on appointment and return from the place in which they receive training to their respective stations on completion of the course specified and while pursuing the course of instruction shall be entitled to subsistence and other living expenses. All such expenditures shall be payable from the sum thus appropriated.

SEC. 5. Each scholarship appointee shall sign an agreement to return, upon the completion of the prescribed course of instruction, to his own province or to such other province as may be agreed upon by the appointee and the Director of Education and to serve as a teacher in an agricultural school or as a supervisor of agricultural projects during a period of time equal to that employed in study under the privileges hereof.

SEC. 6. That in order to receive the benefits of the appropriations herein provided, the provincial board of any province shall guarantee to annually include in the provincial budget an appropriation from provincial funds for each school established a sum equal to or greater than the minimum amount provided for in section 3 of this Act, and shall secure for the school a suitable tract of land acceptable to the Director of Education and shall agree to meet such other requirements as may be specified by the Director of Education subject to the approval of the Secretary of Public Instruction.

SEC. 7. Any province accepting the benefits of either or both of the respective funds herein appropriated shall not be deprived for any year of the regular annual assistance as long as the conditions prescribed in this Act are fully met by the province: *Provided*, That the Secretary of Public Instruction may refuse to release the aid allotted if it is ascertained that the province is not using, or preparing to use, the money in accordance with the provisions of this Act.

SEC. 8. Schools receiving the benefits of this Act shall be administered and conducted as a part of the public-school system in conformity with the School Law.

SEC. 9. This Act shall take effect on its passage.

COMPULSORY-EDUCATION BILL

FIFTH PHILIPPINE LEGISLATURE }
First Session

HOUSE OF REPRESENTATIVES

Introduced by

AN ACT PROVIDING FOR COMPULSORY EDUCATION OF CHILDREN OF SCHOOL AGE IN THE SPECIALLY ORGANIZED PROVINCES AND FOR OTHER PURPOSES.

Be it enacted by the Senate and the House of Representatives of the Philippines in Legislature assembled, and by the authority of the same:

SECTION 1. *Compulsory education: duties of parents or guardians.*—It shall be the duty of the parent or other person having in his custody or possession any child not less than seven nor more than thirteen years of age, to require the attendance of such child at a public school during the established school hours of each of its regular sessions, except in the following cases:

1. When the child is disqualified for attendance at school by reason of physical infirmity or mental incapacity.
2. When the child is in regular attendance at a parochial school, or at a private school which has been formally recognized as a school by the superintendent of schools.
3. When the child resides at a distance of more than three kilometers from a public schoolhouse except when it is evident that the parent or the guardian who has been living within this limit has moved to territory outside of this limit in order to exempt the children in their charge from the operation of this Act.
4. When, after due application, entrance to the proper public school has been denied the child by the teacher in charge by reason of lack of accommodations, or for other sufficient reason, until such time as such teacher in charge shall notify the parent or person having the custody of the child that he is prepared to admit the child to school.
5. When the child through misconduct or otherwise, has been denied the privilege of attendance at the public schools, during such time as the disqualification shall remain effective.

SEC. 2. *Penalty.*—A parent or other person having the custody of a child who fails to comply with the provisions of the preceding section shall be guilty of a misdemeanor, and, upon conviction, shall be punished by a fine of not less than three pesos and not more than thirty pesos. The burden of proof shall rest upon the accused in every case to show that the absence complained of is excused by reason of any of the exceptions mentioned in the next preceding section. The written certificate of the teacher in charge of a public school that any child has been absent during any of the school hours of a regular session, or that any child is not in attendance at such school, shall, when filed with the court having jurisdiction over the case, constitute prima facie evidence of such facts.

SEC. 3. *Municipal council, duties.*—It shall be the duty of the municipal council of each municipality to provide by ordinance for the preparation each year of a list of all children not less than seven nor more than thirteen years of age, residing within a radius of three kilometers from any public school, together with the names of the parents or other persons having the custody of such children. When such lists shall have been completed, the municipal secretary shall furnish a copy of the proper list to the teacher in charge of each public school within the municipality. The original lists shall be placed on file in the office of the municipal secretary. The lists shall be completed on or before the first day of June of each year.

SEC. 4. The provisions of this Act shall extend to the specially organized provinces of Nueva Vizcaya, the Mountain Province, Mindoro, Palawan, Batanes, and the provinces of the Department of Mindanao and Sulu.

SEC. 5. All Acts or parts of Acts inconsistent herewith are hereby repealed.

SEC. 6. This Act shall take effect on its approval.

HOUSE BILL NO. 205

FIFTH PHILIPPINE LEGISLATURE }
First Session }

HOUSE OF REPRESENTATIVES

Introduced by Representatives Alonso and Briones

AN ACT AMENDING ARTICLE TWO THOUSAND ONE HUNDRED ELEVEN OF ACT NUMBERED TWO THOUSAND SEVEN HUNDRED ELEVEN KNOWN AS THE ADMINISTRATIVE CODE, WHICH PROVIDES FOR THE CREATION OF A PROVINCIAL SCHOOL FUND AND FOR OTHER PURPOSES.

Be it enacted by the Senate and the House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section 2111 of the Administrative Code is hereby amended so as to read as follows:

SEC. 2111: *Provincial General Fund.*—All provincial moneys in the provincial treasury which are not lawfully dedicated or reserved for some particular use shall constitute the general fund and shall be available for the payment of obligations not chargeable to other funds, though transfers of moneys therefrom to other funds of the province may be made by proper appropriation for its augmentation and use: *Provided,* That the provincial treasurer shall lay aside every year 15 per cent of the general fund, the same to constitute the "Provincial School Fund." This fund shall be subject to the control of the division superintendent of schools and shall be utilized at his discretion for the maintenance of high and trade schools and agricultural schools which may be established.

SEC. 2. This Act shall take effect upon its approval.

| Division | Secondary | | | | | Intermediate | | | | | Primary | | | | | Grand Total | | | | |
|--------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|-------------------|-------------------|----------------------------|--------------------------|--------------------------|
| | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance | Number of Schools | Annual Enrollment | Average Monthly Enrollment | Average Daily Attendance | Percentage of Attendance |
| Manila | 3 | 2,035 | 1,744 | 1,654 | 95 | 9 | 9,166 | 5,513 | 5,137 | 93 | 27 | 22,691 | 20,231 | 19,111 | 94 | 39 | 30,892 | 27,488 | 25,902 | 94 |
| Albay | 1 | 345 | 285 | 266 | 93 | 13 | 1,880 | 1,611 | 1,457 | 90 | 128 | 15,773 | 13,367 | 12,368 | 93 | 142 | 17,998 | 15,263 | 14,106 | 94 |
| Antique | 1 | 185 | 163 | 150 | 92 | 7 | 942 | 814 | 733 | 90 | 66 | 8,282 | 7,079 | 6,912 | 75 | 74 | 9,409 | 8,829 | 8,796 | 77 |
| Bataan | 1 | 144 | 129 | 122 | 95 | 2 | 446 | 408 | 366 | 90 | 19 | 3,307 | 2,779 | 2,556 | 92 | 22 | 3,897 | 3,316 | 3,044 | 94 |
| Batanes | 1 | 17 | 15 | 14 | 93 | 2 | 173 | 140 | 122 | 87 | 11 | 1,154 | 958 | 801 | 84 | 14 | 1,344 | 1,113 | 937 | 84 |
| Batangas | 1 | 332 | 275 | 254 | 92 | 15 | 2,374 | 2,170 | 1,985 | 91 | 135 | 14,784 | 13,068 | 11,656 | 89 | 151 | 17,490 | 15,503 | 13,995 | 90 |
| Bohol | 1 | 322 | 270 | 253 | 94 | 18 | 1,737 | 1,483 | 1,347 | 91 | 197 | 22,481 | 18,754 | 16,288 | 87 | 216 | 24,540 | 20,507 | 17,898 | 87 |
| Bulacan | 1 | 406 | 323 | 298 | 91 | 18 | 2,161 | 2,307 | 2,082 | 90 | 118 | 18,539 | 15,131 | 13,297 | 88 | 137 | 21,506 | 17,761 | 15,672 | 88 |
| Cagayan | 1 | 233 | 204 | 191 | 94 | 15 | 1,631 | 1,436 | 1,308 | 91 | 86 | 12,617 | 10,716 | 9,432 | 88 | 102 | 14,401 | 12,356 | 10,931 | 92 |
| Camarines | 1 | 346 | 302 | 280 | 93 | 9 | 1,160 | 1,047 | 992 | 95 | 135 | 11,095 | 9,563 | 8,721 | 91 | 145 | 12,601 | 10,912 | 9,993 | 92 |
| Capiz | 1 | 302 | 256 | 238 | 88 | 15 | 1,922 | 1,739 | 1,584 | 91 | 138 | 17,707 | 15,482 | 13,525 | 87 | 154 | 19,931 | 17,477 | 15,347 | 88 |
| Cavite | 2 | 215 | 195 | 182 | 88 | 8 | 1,451 | 1,300 | 1,181 | 91 | 130 | 13,050 | 11,105 | 10,020 | 87 | 170 | 14,716 | 12,600 | 11,383 | 90 |
| Cebu | 1 | 899 | 819 | 751 | 92 | 25 | 3,525 | 3,028 | 2,728 | 90 | 228 | 31,570 | 27,112 | 23,770 | 88 | 254 | 35,994 | 30,969 | 27,249 | 88 |
| D. A. S. I. | 1 | 584 | 463 | 337 | 82 | 1 | 324 | 291 | 291 | 90 | 1 | 1 | 1 | 1 | 91 | 2 | 1,006 | 737 | 628 | 80 |
| Ilocos Norte | 1 | 927 | 828 | 740 | 89 | 16 | 2,946 | 2,741 | 2,514 | 92 | 129 | 14,791 | 12,522 | 11,418 | 91 | 146 | 18,664 | 16,091 | 14,672 | 91 |
| Ilocos Sur | 2 | 908 | 835 | 791 | 95 | 20 | 2,629 | 2,417 | 2,207 | 93 | 159 | 18,101 | 15,416 | 14,698 | 90 | 181 | 21,538 | 19,669 | 17,684 | 90 |
| Iloilo | 1 | 1,290 | 1,174 | 1,090 | 88 | 24 | 4,263 | 3,624 | 3,237 | 89 | 214 | 29,090 | 26,411 | 23,294 | 86 | 239 | 34,373 | 29,421 | 25,621 | 87 |
| Sabana | 1 | 112 | 98 | 87 | 89 | 5 | 783 | 678 | 597 | 88 | 68 | 9,008 | 7,815 | 6,284 | 86 | 14 | 9,918 | 8,091 | 6,393 | 86 |
| Laguna | 1 | 493 | 416 | 391 | 94 | 18 | 2,172 | 1,979 | 1,801 | 91 | 73 | 15,722 | 13,289 | 11,666 | 88 | 92 | 18,387 | 15,684 | 13,948 | 87 |
| Leyte | 1 | 567 | 480 | 431 | 90 | 33 | 3,138 | 2,491 | 2,173 | 87 | 239 | 34,597 | 27,938 | 24,192 | 87 | 273 | 38,302 | 30,909 | 26,796 | 87 |
| Mindoro | 1 | 41 | 31 | 29 | 84 | 7 | 448 | 366 | 339 | 93 | 50 | 4,917 | 3,908 | 3,477 | 89 | 58 | 5,406 | 4,306 | 3,845 | 89 |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------|----|--------|--------|--------|-----|-----|--------|--------|--------|-----|-------|---------|---------|---------|----|-------|---------|---------|---------|-----|
| Occidental Negros | 1 | 291 | 251 | 234 | 93 | 19 | 2,430 | 2,054 | 1,845 | 90 | 120 | 19,483 | 16,195 | 14,296 | 88 | 140 | 22,204 | 18,500 | 16,375 | 89 |
| Oriental Negros | 1 | 130 | 100 | 90 | 90 | 13 | 1,213 | 907 | 799 | 88 | 133 | 15,504 | 13,872 | 9,855 | 83 | 147 | 16,847 | 12,879 | 10,744 | 83 |
| Palawan | 1 | 44 | 33 | 30 | 31 | 5 | 391 | 335 | 302 | 90 | 41 | 3,210 | 3,048 | 2,831 | 84 | 47 | 3,645 | 3,016 | 2,563 | 86 |
| Pampanga | 1 | 452 | 404 | 375 | 393 | 16 | 1,886 | 1,649 | 1,546 | 94 | 97 | 13,243 | 10,343 | 9,362 | 91 | 114 | 13,581 | 12,396 | 11,263 | 91 |
| Pangasinan | 1 | 1,027 | 946 | 893 | 94 | 35 | 4,642 | 4,138 | 3,832 | 91 | 199 | 32,221 | 27,540 | 24,336 | 89 | 235 | 37,890 | 32,674 | 29,121 | 89 |
| Rizal | 1 | 354 | 295 | 262 | 262 | 10 | 1,584 | 1,462 | 1,329 | 91 | 88 | 13,279 | 11,205 | 9,971 | 89 | 99 | 15,227 | 12,962 | 11,582 | 89 |
| Romblon | 1 | 80 | 56 | 53 | 95 | 4 | 682 | 571 | 522 | 91 | 40 | 4,761 | 3,804 | 3,401 | 89 | 45 | 5,523 | 4,431 | 3,976 | 90 |
| Samar | 1 | 91 | 72 | 66 | 92 | 11 | 1,389 | 1,139 | 1,039 | 91 | 172 | 24,763 | 18,833 | 15,694 | 88 | 184 | 25,163 | 20,044 | 16,713 | 83 |
| Sorsogon | 2 | 226 | 179 | 160 | 89 | 9 | 1,019 | 832 | 729 | 88 | 97 | 13,883 | 11,247 | 9,962 | 88 | 108 | 15,128 | 12,238 | 10,861 | 89 |
| Surigao | 1 | 35 | 18 | 16 | 89 | 5 | 375 | 314 | 281 | 89 | 86 | 8,049 | 5,967 | 4,865 | 92 | 92 | 8,459 | 6,259 | 5,162 | 82 |
| Tarlac | 1 | 620 | 451 | 411 | 91 | 10 | 1,563 | 1,426 | 1,297 | 91 | 105 | 12,660 | 10,705 | 9,597 | 90 | 116 | 14,743 | 12,582 | 11,305 | 90 |
| Tayabas | 2 | 465 | 407 | 383 | 94 | 22 | 2,565 | 2,282 | 2,119 | 93 | 122 | 19,960 | 17,430 | 15,041 | 92 | 146 | 22,990 | 20,119 | 18,453 | 92 |
| Union | 1 | 625 | 474 | 449 | 95 | 15 | 2,612 | 2,397 | 2,215 | 92 | 61 | 11,508 | 10,284 | 9,483 | 92 | 77 | 14,645 | 13,155 | 12,147 | 92 |
| Zambales | 1 | 221 | 200 | 172 | 86 | 7 | 1,116 | 980 | 877 | 89 | 60 | 9,727 | 8,016 | 7,111 | 89 | 68 | 11,064 | 9,196 | 8,160 | 89 |
| Normal School | 1 | 675 | 602 | 577 | 96 | 1 | 352 | 317 | 298 | 94 | 1 | 424 | 343 | 315 | 91 | 3 | 1,451 | 1,262 | 1,190 | 94 |
| Trade School | 1 | 353 | 297 | 264 | 96 | 1 | 402 | 315 | 296 | 94 | | | | | | 2 | 755 | 612 | 590 | 95 |
| Nautical School | 1 | 60 | 52 | 52 | 100 | | | | | | | | | | | 1 | 60 | 62 | 62 | 100 |
| Total | 49 | 16,864 | 14,621 | 13,506 | 92 | 483 | 70,258 | 61,551 | 56,070 | 90 | 4,057 | 560,196 | 468,404 | 412,460 | 88 | 4,589 | 647,320 | 544,576 | 482,036 | 89 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan | | | | | | 3 | 204 | 168 | 153 | 91 | 44 | 5,752 | 4,398 | 3,619 | 92 | 47 | 5,966 | 4,566 | 3,772 | 83 |
| Bukidnon | | | | | | 1 | 107 | 78 | 77 | 99 | 52 | 4,578 | 3,220 | 2,598 | 90 | 53 | 4,895 | 3,298 | 2,675 | 81 |
| Cotabato | | | | | | 3 | 62 | 56 | 52 | 93 | 41 | 2,985 | 1,963 | 1,522 | 77 | 44 | 3,047 | 2,039 | 1,574 | 77 |
| Davao | | | | | | 4 | 47 | 36 | 33 | 92 | 63 | 5,756 | 4,219 | 3,252 | 77 | 67 | 5,803 | 4,255 | 3,285 | 77 |
| Lanao | | | | | | 2 | 82 | 75 | 71 | 95 | 38 | 3,413 | 2,231 | 1,879 | 84 | 40 | 3,436 | 2,306 | 1,960 | 86 |
| Sulu | | | | | | 2 | 62 | 47 | 47 | 100 | 42 | 3,983 | 2,919 | 2,618 | 90 | 44 | 4,045 | 2,966 | 2,665 | 90 |
| Zamboanga | | | | | | 3 | 431 | 359 | 317 | 88 | 75 | 6,763 | 5,340 | 3,677 | 69 | 79 | 7,237 | 5,738 | 4,032 | 70 |
| Grand total | 1 | 43 | 89 | 38 | 97 | | | | | | | | | | | | | | | |
| | 50 | 16,907 | 14,660 | 13,544 | 92 | 501 | 71,253 | 62,370 | 56,820 | 91 | 4,412 | 583,428 | 492,714 | 431,625 | 88 | 4,963 | 681,588 | 569,744 | 501,989 | 88 |

¹ Central Luzon Agricultural School.

² Annual enrolment for December, 1918.

When compared with the statistics for the previous school year, these figures show that the number of secondary schools increased by 2; the number of intermediate schools, by 78; and the number of primary schools, by 136. When compared with these figures, statistics for September, 1919, show an increase of 749 in the number of primary schools, an increase of 111 in the number of intermediate schools, and no increase in the number of secondary schools.

While the average daily attendance of pupils in the primary grades decreased by 24,129, the daily attendance of intermediate and of secondary students increased by 3,588 and by 1,153, respectively. The rate of increase in the attendance of intermediate pupils was 7 per cent; in the attendance of secondary pupils, 9 per cent.

The percentage of attendance, which is found by dividing the average attendance by the average enrolment, shows a decrease of 4 per cent since the previous year.

No. 2.—*Enrolment by Grades and by Sexes*

A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September, 1919.

| Division | Primary Grades | | | | | | | | | |
|------------------------|----------------|--------|--------|--------|--------|--------|-------|--------|--------|--------|
| | I | | II | | III | | IV | | Total | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Total |
| Manila..... | 4,106 | 3,637 | 7,743 | 3,450 | 2,687 | 6,137 | 2,927 | 2,182 | 5,109 | 4,133 |
| Albay..... | 1,415 | 2,317 | 3,732 | 694 | 304 | 998 | 648 | 232 | 880 | 635 |
| Antique..... | 3,611 | 2,720 | 6,331 | 2,120 | 1,521 | 3,641 | 1,584 | 1,087 | 2,671 | 1,791 |
| Bataan..... | 2,442 | 2,069 | 4,511 | 1,286 | 928 | 2,214 | 1,073 | 688 | 1,761 | 1,329 |
| Batanes..... | 986 | 754 | 1,740 | 460 | 390 | 840 | 413 | 263 | 676 | 480 |
| Batangas..... | 272 | 172 | 444 | 165 | 79 | 244 | 115 | 57 | 172 | 125 |
| Bohol..... | 3,648 | 2,536 | 6,184 | 2,122 | 1,390 | 3,512 | 1,778 | 965 | 2,743 | 2,220 |
| Bulacan..... | 5,014 | 4,596 | 9,610 | 3,147 | 2,652 | 5,799 | 2,156 | 1,712 | 3,868 | 2,495 |
| Cagayan..... | 5,408 | 4,295 | 9,703 | 2,574 | 1,687 | 4,261 | 1,825 | 1,037 | 2,862 | 2,015 |
| Camarines..... | 4,820 | 4,162 | 8,982 | 1,778 | 1,303 | 3,081 | 1,355 | 917 | 2,272 | 1,673 |
| Capiz..... | 3,240 | 2,302 | 5,542 | 1,776 | 1,196 | 2,972 | 1,170 | 785 | 1,955 | 1,116 |
| Cavite..... | 3,886 | 2,901 | 6,787 | 2,737 | 1,956 | 4,693 | 1,855 | 1,263 | 3,118 | 1,201 |
| Cebu..... | 2,454 | 2,454 | 4,908 | 1,506 | 1,042 | 2,548 | 1,384 | 823 | 2,207 | 1,412 |
| C. L. A. S. 1..... | 9,194 | 6,501 | 15,695 | 5,043 | 3,233 | 8,276 | 4,080 | 2,106 | 6,186 | 3,963 |
| Ilocos Norte..... | 3,857 | 3,528 | 7,385 | 2,162 | 1,602 | 3,764 | 1,962 | 1,328 | 3,290 | 2,211 |
| Ilocos Sur..... | 4,402 | 3,137 | 7,539 | 2,454 | 1,563 | 4,017 | 2,226 | 1,196 | 3,422 | 2,022 |
| Iloilo..... | 8,062 | 6,894 | 14,956 | 3,932 | 3,138 | 7,070 | 3,233 | 2,285 | 5,518 | 3,693 |
| Isabela..... | 2,693 | 2,217 | 4,910 | 1,207 | 824 | 2,031 | 923 | 533 | 1,456 | 1,046 |
| Laguna..... | 4,224 | 3,536 | 7,760 | 2,245 | 1,758 | 4,003 | 1,691 | 1,239 | 2,930 | 2,288 |
| Leyte..... | 9,195 | 8,099 | 17,294 | 4,106 | 3,486 | 7,592 | 2,965 | 2,482 | 5,447 | 3,060 |
| Mindoro..... | 1,052 | 757 | 1,809 | 809 | 396 | 1,205 | 643 | 320 | 963 | 637 |
| Misamis..... | 3,561 | 3,413 | 6,974 | 1,597 | 1,053 | 2,650 | 964 | 913 | 1,877 | 1,180 |
| Mountain..... | 4,014 | 1,331 | 5,345 | 1,431 | 423 | 1,854 | 896 | 236 | 1,131 | 6,710 |
| Nueva Ecija..... | 6,029 | 4,418 | 10,447 | 2,295 | 1,654 | 3,949 | 1,548 | 906 | 2,453 | 1,565 |
| Nueva Vizcaya..... | 532 | 486 | 1,018 | 282 | 202 | 484 | 267 | 142 | 409 | 457 |
| Occidental Negros..... | 4,914 | 4,581 | 9,495 | 2,687 | 2,163 | 4,850 | 1,995 | 1,209 | 3,204 | 11,235 |
| Oriental Negros..... | 3,035 | 2,921 | 5,956 | 1,385 | 1,119 | 2,504 | 1,074 | 630 | 1,890 | 1,306 |
| Total..... | 23,122 | 10,099 | 33,221 | 13,023 | 8,632 | 21,655 | 9,947 | 6,591 | 16,538 | 34,019 |
| Male..... | 23,122 | | | 13,023 | | | 9,947 | | 21,655 | |
| Female..... | | 10,099 | | 8,632 | | | 6,591 | | 16,538 | |
| Total..... | 23,122 | 10,099 | 33,221 | 13,023 | 8,632 | 21,655 | 9,947 | 6,591 | 16,538 | 34,019 |

| | | | | | | | | | | | | | | | |
|-----------------------------|---------|---------|---------|--------|--------|---------|--------|--------|---------|--------|--------|--------|---------|---------|---------|
| Palawan | 912 | 584 | 1,496 | 453 | 241 | 694 | 445 | 138 | 583 | 324 | 104 | 428 | 2,134 | 1,067 | 3,201 |
| Pampanga | 3,810 | 2,623 | 6,433 | 1,637 | 953 | 2,580 | 1,304 | 667 | 1,971 | 943 | 408 | 1,331 | 7,694 | 4,651 | 12,346 |
| Pangasinan | 11,855 | 9,877 | 21,232 | 4,987 | 8,767 | 8,717 | 3,747 | 2,441 | 6,188 | 2,972 | 1,897 | 4,669 | 23,041 | 17,765 | 40,806 |
| Rizal | 3,406 | 2,787 | 1,460 | 1,909 | 1,460 | 3,359 | 1,426 | 963 | 2,389 | 1,013 | 520 | 1,543 | 7,754 | 5,730 | 13,484 |
| Romblon | 791 | 697 | 1,178 | 539 | 362 | 901 | 1,264 | 281 | 745 | 843 | 225 | 568 | 2,127 | 1,585 | 3,692 |
| Samar | 5,076 | 4,684 | 9,764 | 2,400 | 1,915 | 4,315 | 1,954 | 904 | 2,173 | 777 | 492 | 1,269 | 8,517 | 8,006 | 17,517 |
| Sorsogon | 4,192 | 3,226 | 7,418 | 1,596 | 1,080 | 2,676 | 976 | 623 | 1,599 | 651 | 372 | 1,023 | 7,415 | 5,301 | 12,716 |
| Surigao | 2,624 | 2,338 | 4,957 | 1,202 | 1,017 | 2,219 | 708 | 467 | 1,175 | 497 | 237 | 734 | 5,031 | 4,054 | 9,085 |
| Tarlac | 3,710 | 3,179 | 6,889 | 1,527 | 1,177 | 2,704 | 1,593 | 789 | 2,182 | 1,042 | 494 | 1,536 | 7,672 | 5,639 | 13,311 |
| Tayabas | 5,883 | 4,758 | 10,641 | 3,241 | 2,276 | 5,517 | 2,465 | 1,683 | 4,148 | 1,790 | 1,063 | 2,843 | 13,369 | 9,790 | 23,149 |
| Union | 3,124 | 2,166 | 5,290 | 1,957 | 1,129 | 3,086 | 1,869 | 1,099 | 2,968 | 1,488 | 721 | 2,209 | 8,488 | 5,115 | 13,583 |
| Zambales | 2,354 | 2,140 | 4,491 | 1,043 | 753 | 1,796 | 1,823 | 615 | 1,443 | 623 | 351 | 974 | 4,848 | 3,859 | 8,707 |
| Normal School | | | 46 | 84 | 23 | 57 | 33 | 23 | 56 | 40 | 26 | 66 | 131 | 94 | 225 |
| Trade School | | | | | | | | | | | | | | | |
| Nautical School | | | | | | | | | | | | | | | |
| Total | 152,766 | 124,417 | 277,183 | 78,031 | 56,989 | 134,970 | 59,428 | 38,896 | 98,324 | 42,652 | 24,877 | 67,529 | 332,877 | 245,129 | 578,006 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | |
| Arusan | 2,061 | 1,801 | 3,882 | 588 | 395 | 983 | 426 | 233 | 719 | 229 | 146 | 375 | 3,324 | 2,635 | 5,959 |
| Bukidnon ² | 2,037 | 1,239 | 3,276 | 533 | 258 | 851 | 354 | 116 | 469 | 175 | 78 | 253 | 3,159 | 1,690 | 4,849 |
| Cotabato | 1,409 | 421 | 1,830 | 476 | 121 | 597 | 241 | 62 | 303 | 126 | 48 | 174 | 2,252 | 1,652 | 3,904 |
| Davao | 2,642 | 1,400 | 4,042 | 759 | 313 | 1,072 | 467 | 161 | 618 | 276 | 60 | 336 | 4,144 | 1,924 | 6,068 |
| Lanao | 2,112 | 1,479 | 2,591 | 464 | 81 | 545 | 178 | 51 | 229 | 71 | 43 | 114 | 2,825 | 1,654 | 3,479 |
| Sulu | 2,240 | 1,683 | 3,923 | 765 | 106 | 870 | 379 | 31 | 410 | 140 | 22 | 162 | 3,524 | 1,841 | 5,365 |
| Zamboanga | 2,238 | 1,257 | 3,550 | 806 | 400 | 1,206 | 503 | 206 | 708 | 277 | 132 | 409 | 3,879 | 1,994 | 5,873 |
| Grand total | 167,580 | 132,697 | 300,277 | 82,482 | 58,612 | 141,094 | 61,976 | 39,804 | 101,780 | 43,946 | 25,406 | 69,352 | 355,984 | 256,519 | 612,503 |

¹ Central Luzon Agricultural School.² Grade II pupils on vacation during August and September, 1919; therefore October, 1919, enrolment is used.

| | | | | | | | | | | | | |
|---------------------------|---------------|---------------|---------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|
| Pangasinan | 1,991 | 999 | 2,990 | 1,196 | 524 | 1,720 | 734 | 317 | 1,051 | 3,921 | 1,940 | 5,761 |
| Rizal | 633 | 260 | 893 | 410 | 159 | 569 | 253 | 98 | 351 | 1,296 | 517 | 1,813 |
| Romblon | 218 | 108 | 326 | 110 | 79 | 189 | 84 | 38 | 122 | 412 | 225 | 637 |
| Samar | 966 | 232 | 734 | 316 | 135 | 450 | 204 | 88 | 292 | 985 | 515 | 1,500 |
| Sorsogon | 277 | 164 | 441 | 181 | 79 | 250 | 144 | 60 | 204 | 642 | 303 | 906 |
| Surigao | 135 | 86 | 221 | 100 | 53 | 153 | 46 | 30 | 76 | 281 | 169 | 450 |
| Tarlac | 699 | 257 | 956 | 462 | 125 | 577 | 265 | 92 | 357 | 1,416 | 474 | 1,890 |
| Tayabas | 1,102 | 491 | 1,703 | 624 | 314 | 958 | 398 | 173 | 571 | 2,144 | 1,088 | 3,232 |
| Union | 1,103 | 598 | 1,631 | 726 | 294 | 1,020 | 447 | 188 | 635 | 2,276 | 1,010 | 3,286 |
| Zambales | 1,369 | 242 | 611 | 276 | 119 | 397 | 166 | 73 | 239 | 813 | 434 | 1,247 |
| Normal School | 61 | 39 | 100 | 62 | 27 | 89 | 54 | 40 | 94 | 177 | 106 | 283 |
| Trade School | 71 | 71 | 71 | 94 | | 94 | 108 | | 108 | 273 | | 273 |
| Nautical School | | | | | | | | | | | | |
| Total | 25,910 | 14,009 | 39,919 | 16,368 | 7,981 | 24,349 | 10,583 | 5,206 | 15,799 | 52,871 | 27,186 | 80,067 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Agusan | 84 | 31 | 115 | 57 | 26 | 83 | 23 | 14 | 37 | 164 | 71 | 285 |
| Bukidnon | 56 | | 56 | 26 | | 26 | | | | 82 | | 92 |
| Cotabato | 47 | 9 | 56 | 31 | 4 | 35 | 8 | | 8 | 96 | 13 | 99 |
| Davao | 89 | 16 | 105 | 19 | 7 | 26 | 3 | | 3 | 111 | 23 | 134 |
| Lanao | 44 | 14 | 58 | 18 | 14 | 32 | 15 | 6 | 21 | 77 | 34 | 111 |
| Sulu | 78 | 11 | 89 | 26 | 12 | 38 | 9 | | 9 | 113 | 23 | 136 |
| Zamboanga | 208 | 76 | 284 | 84 | 33 | 117 | 59 | 11 | 70 | 351 | 120 | 471 |
| Grand total | 26,516 | 14,166 | 40,682 | 16,629 | 8,077 | 24,706 | 10,710 | 5,237 | 15,947 | 53,855 | 27,480 | 81,335 |

¹ Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | |
|--------------------|-------|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|-------|--------|-------|--------|---------|---------|
| Romblon | 31 | 16 | 47 | 9 | 5 | 14 | 14 | 5 | 19 | | | 54 | 26 | 80 | 2,593 | 1,816 | 4,409 |
| Samar | 37 | 7 | 44 | 16 | 2 | 18 | | | | | | 53 | 31 | 62 | 10,555 | 8,524 | 19,079 |
| Sorsogon | 48 | 17 | 65 | 54 | 9 | 63 | 16 | 2 | 18 | | 3 | 19 | 3 | 185 | 5,151 | 5,635 | 13,786 |
| Surigao | 37 | 9 | 46 | 9 | 1 | 10 | | | | | | 46 | 10 | 56 | 5,358 | 4,238 | 9,591 |
| Tarlac | 192 | 31 | 223 | 97 | 19 | 116 | 65 | 4 | 69 | | 6 | 44 | 392 | 60 | 452 | 9,490 | 6,173 |
| Tayabas | 131 | 45 | 176 | 80 | 23 | 103 | 57 | 8 | 65 | | 8 | 51 | 311 | 84 | 395 | 15,824 | 26,776 |
| Union | 194 | 98 | 292 | 87 | 30 | 117 | 45 | 10 | 55 | | 2 | 29 | 353 | 140 | 493 | 11,067 | 17,332 |
| Zambales | 88 | 20 | 108 | 46 | 10 | 56 | 27 | 1 | 28 | | 22 | 1 | 23 | 183 | 215 | 5,844 | 4,325 |
| Normal School | 14 | 14 | 28 | 48 | 93 | 141 | 73 | 64 | 137 | | 97 | 74 | 171 | 232 | 245 | 540 | 985 |
| Trade School | 169 | | 169 | 83 | 83 | 83 | 60 | | 60 | | 40 | | 352 | 852 | 625 | 625 | 625 |
| Nautical School | 33 | | 33 | 29 | 29 | 29 | | | | | | 40 | 62 | 62 | 62 | 62 | 62 |
| Total | 5,592 | 2,202 | 7,794 | 2,965 | 938 | 3,923 | 1,703 | 414 | 2,117 | 1,241 | 321 | 1,562 | 11,521 | 3,875 | 15,396 | 397,269 | 673,469 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | |
| Agusan | | | | | | | | | | | | | | | | | |
| Rukidnon | 24 | 5 | 29 | | | | | | | | | | 24 | 5 | 29 | 3,512 | 6,223 |
| Cotabato | | | | | | | | | | | | | | | | 3,241 | 4,931 |
| Davao | | | | | | | | | | | | | | | | 2,338 | 2,003 |
| Lanao | | | | | | | | | | | | | | | | 4,255 | 1,947 |
| Sulu | | | | | | | | | | | | | | | | 2,902 | 688 |
| Zamboanga | 27 | 3 | 30 | 9 | 1 | 10 | 7 | 4 | 11 | | | | 43 | 8 | 51 | 3,637 | 1,864 |
| Grand total | 5,643 | 2,210 | 7,853 | 2,994 | 939 | 3,933 | 1,710 | 418 | 2,128 | 1,241 | 321 | 1,562 | 11,538 | 3,888 | 15,476 | 421,427 | 709,314 |

¹ Central Luzon Agricultural School.

The figures in Table No. 2, when compared with corresponding figures for August, 1918, show (1) an increase of 42,884 boys and 40,232 girls in the primary grades; (2) a larger rate of increase than usual in the number of intermediate pupils; and (3) a slight decrease in the number of secondary pupils.

The number of pupils in the first, in the third, and in the fourth grade of the primary course increased considerably. The rates of increase in the number of boys and in the number of girls in the first grade were 20 per cent and 24 per cent respectively; in the second grade, 6 per cent and 9 per cent respectively; in the third grade, 12 per cent and 17 per cent respectively; in the fourth grade, 11 per cent and 18 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 17 per cent and 38 per cent respectively; in the sixth grade, 20 per cent and 27 per cent respectively; in the seventh grade, 4 per cent and 24 per cent respectively.

In the first year of the secondary course the rate of decrease in the number of boys was 8 per cent and the rate of increase in the number of girls was 6 per cent; in the second year the rate of decrease in the number of boys was 9 per cent and the rate of increase in the number of girls was 22 per cent; in the third year the rate of decrease in the number of boys was 2 per cent and the rate of increase in the number of girls was 7 per cent; in the fourth year the rates of increase in the number of boys and in the number of girls were 1 per cent and 41 per cent respectively.

In every grade, the rate of increase in the number of girls was greater than the rate of increase in the number of boys. The large increase in the enrolment of girls in the intermediate and in the secondary courses is encouraging. The increase in the intermediate grades is due chiefly to the greater interest taken in domestic science, while the increase in the secondary grades was partly due to the introduction of the housekeeping-and-household-arts course into those grades.

| | | | | | | | | | | | | | | |
|---------------------------|---------------|--------------|--------------|------------|--------------|---------------|--------------|---------------|---------------|--------------|------------|--------------|--------------|---------------|
| Occidental Negros | 526 | 251 | 20 | 46 | 546 | 297 | 843 | 398 | 164 | 26 | 45 | 424 | 209 | 633 |
| Oriental Negros | 247 | 67 | 15 | 75 | 262 | 142 | 404 | 109 | 14 | 18 | 49 | 127 | 63 | 190 |
| Palawan | 114 | 37 | 14 | 6 | 134 | 42 | 176 | 41 | 22 | 20 | 4 | 68 | 26 | 94 |
| Pampanga | 473 | 171 | 24 | 40 | 497 | 211 | 708 | 299 | 67 | 17 | 38 | 316 | 106 | 421 |
| Pangasinan | 1,227 | 287 | 40 | 307 | 1,332 | 594 | 1,926 | 700 | 147 | 49 | 43 | 792 | 333 | 1,125 |
| Rizal | 452 | 19 | | 160 | 452 | 179 | 631 | 284 | 69 | | | 284 | 108 | 387 |
| Romblon | 134 | | | 21 | 99 | 155 | 254 | 71 | | | | 55 | 55 | 149 |
| Samar | 295 | | | 18 | 165 | 348 | 513 | 216 | | | | 100 | 248 | 348 |
| Sorsogon | 190 | 61 | 26 | 27 | 216 | 88 | 304 | 157 | 41 | 20 | 29 | 177 | 70 | 247 |
| Surigao | 94 | 37 | 5 | 29 | 99 | 66 | 165 | 30 | 12 | 8 | 14 | 38 | 26 | 64 |
| Tarlac | 428 | | 32 | 147 | 460 | 147 | 607 | 314 | | | | 100 | 326 | 426 |
| Tayabas | 595 | 21 | 96 | 303 | 691 | 324 | 1,015 | 362 | 20 | 53 | 180 | 415 | 200 | 615 |
| Union | 786 | 14 | 44 | 325 | 830 | 339 | 1,169 | 448 | 7 | 24 | 186 | 472 | 183 | 665 |
| Zambales | 251 | 86 | 25 | 48 | 324 | 146 | 470 | 130 | 40 | 22 | 47 | 199 | 83 | 282 |
| Normal School | 63 | 27 | | | 63 | 27 | 90 | 59 | 55 | | | 59 | 55 | 114 |
| Trade School | | | 68 | | 68 | | 68 | | | 107 | | 107 | | 107 |
| Total | 16,362 | 2,940 | 1,012 | 702 | 5,633 | 18,076 | 8,573 | 26,649 | 10,279 | 2,166 | 579 | 3,507 | 5,673 | 17,333 |
| Mindanao and Sulu: | | | | | | | | | | | | | | |
| Agusan | 29 | 20 | | 21 | 7 | 50 | 27 | 77 | 15 | | 7 | | 24 | 39 |
| Bukidnon | | | | 29 | 2 | 29 | 2 | 31 | | | | | 13 | 13 |
| Cotabato | 5 | | | 29 | 6 | 34 | 6 | 40 | | | | | 17 | 17 |
| Davao | 16 | 6 | | 13 | 1 | 29 | 7 | 36 | 2 | | | | 4 | 6 |
| Lanao | 14 | 14 | | 2 | | 16 | 14 | 30 | 10 | | | | 10 | 27 |
| Sulu | 20 | 13 | | 8 | | 28 | 13 | 41 | | | | | 9 | 9 |
| Zamboanga | 50 | | 33 | 33 | 33 | 83 | 33 | 116 | | 34 | 16 | 59 | 16 | 75 |
| Grand total | 16,496 | 2,993 | 1,046 | 804 | 5,682 | 18,345 | 8,675 | 27,020 | 10,342 | 2,193 | 625 | 3,523 | 5,716 | 17,519 |

¹ Central Luzon Agricultural School.

No. 3.—Enrolment of Intermediate Pupils by Courses—Continued

| Division | Grade VII | | | | | | | | | | Total for the Grades | | | | | | | | | | | | | | | | |
|-------------------|-----------|--------|----------|--------|-------|--------|---------|--------|----------------------------------|--------|----------------------|--------|---------|--------|----------|--------|-------|--------|---------|--------|----------------------------------|--------|-------|--------|-------|--------|-------|
| | General | | Teaching | | Trade | | Farming | | House-keeping and Household Arts | | Total | | General | | Teaching | | Trade | | Farming | | House-keeping and Household Arts | | Total | | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Total |
| Manila | 693 | 255 | | | | | | | 129 | 693 | 384 | 1,077 | 3,169 | 1,457 | | | | | | | | 477 | 477 | 1,934 | 5,103 | | |
| Albay | 130 | 10 | | | 18 | 20 | | | 105 | 168 | 115 | 283 | 670 | 88 | | | 85 | 158 | | | | 454 | 454 | 525 | 1,455 | | |
| Antique | 114 | 40 | | | 18 | | | | 22 | 132 | 62 | 194 | 462 | 176 | | | 63 | | | | | 63 | 63 | 300 | 87 | 387 | |
| Bataan | 75 | 15 | | | | | | | | 75 | 15 | 90 | 300 | 68 | | | | | | | | 19 | 19 | 300 | 84 | 30 | 114 |
| Batanes | 14 | 4 | | | | | | | | 14 | 4 | 18 | 84 | 30 | | | | | | | | | | | | | |
| Batangas | 295 | 15 | | | 15 | 20 | | | 94 | 330 | 109 | 439 | 1,335 | 40 | | | 55 | 92 | | | | 526 | 526 | 1,482 | 2,048 | | |
| Bohol | 180 | 41 | | | 37 | 25 | | | 83 | 242 | 124 | 366 | 820 | 133 | | | 115 | 65 | | | | 249 | 249 | 1,000 | 382 | 1,382 | |
| Bulacan | 311 | | | | 13 | | | | 145 | 324 | 145 | 469 | 1,463 | 6 | | | 38 | | | | | 618 | 618 | 1,501 | 2,125 | | |
| Cagayan | 126 | 13 | | | 41 | | | | 83 | 167 | 96 | 263 | 727 | 94 | | | 118 | | | | | 362 | 362 | 845 | 1,301 | | |
| Camarines | 117 | | | | 10 | | | | 68 | 127 | 68 | 195 | 597 | | | | 71 | | | | | 318 | 318 | 668 | 966 | | |
| Capiz | 184 | 32 | | | 29 | 17 | | | 71 | 290 | 103 | 333 | 844 | 32 | | | 108 | 65 | | | | 548 | 548 | 1,017 | 1,597 | | |
| Cavite | 120 | 36 | | | 25 | 25 | | | 58 | 145 | 94 | 239 | 658 | 254 | | | 97 | 80 | | | | 186 | 186 | 738 | 1,178 | | |
| Cebu | 471 | 85 | | | 29 | | | | 96 | 500 | 181 | 681 | 1,843 | 460 | | | | 353 | | | | 353 | 353 | 1,940 | 813 | 2,753 | |
| C. L. A. S. I. | | | | | | | | | | | | 100 | 100 | | | | | | | | | 25 | 25 | 260 | 25 | 285 | |
| Ilocos Norte | 287 | 93 | | | 25 | 31 | | | 141 | 343 | 234 | 577 | 1,396 | 290 | | | 83 | 139 | | | | 692 | 692 | 1,618 | 2,600 | | |
| Ilocos Sur | 235 | | | | 25 | 58 | | | 138 | 359 | 138 | 497 | 1,294 | | | | 41 | 104 | | | | 677 | 677 | 1,616 | 2,293 | | |
| Iloilo | 607 | 136 | | | 38 | | | | 120 | 645 | 256 | 901 | 2,083 | 325 | | | 115 | 158 | | | | 768 | 768 | 1,998 | 3,291 | 1,093 | |
| Isabela | 56 | 18 | | | 11 | 14 | | | 15 | 81 | 33 | 114 | 298 | 91 | | | 56 | 61 | | | | 100 | 100 | 405 | 191 | 596 | |
| Laguna | 281 | 66 | | | 22 | | | | 70 | 303 | 136 | 439 | 1,126 | 284 | | | 79 | 79 | | | | 381 | 381 | 1,205 | 1,880 | | |
| Leyte | 219 | | | | 33 | 18 | | | 171 | 270 | 171 | 441 | 1,182 | 128 | | | 86 | 20 | | | | 659 | 659 | 1,297 | 787 | 2,084 | |
| Mindoro | 44 | | | | | | | | 15 | 44 | 15 | 59 | 205 | 12 | | | | | | | | 93 | 93 | 237 | 106 | 342 | |
| Misamis | 71 | | | | | | | | 31 | 71 | 31 | 102 | 309 | | | | | | | | | 163 | 163 | 309 | 472 | 472 | |
| Mountain | 40 | 13 | | | | | | | 16 | 72 | 29 | 101 | 181 | 71 | | | | 123 | | | | 56 | 56 | 304 | 127 | 431 | |
| Nueva Ecija | 178 | 50 | | | 21 | | | | 35 | 199 | 85 | 284 | 898 | 202 | | | 59 | | | | | 137 | 137 | 967 | 339 | 1,296 | |
| Nueva Vizcaya | 15 | 9 | | | 6 | 16 | | | 22 | 37 | 31 | 68 | 77 | 50 | | | 36 | 83 | | | | 93 | 93 | 196 | 143 | 339 | |
| Occidental Negros | 261 | 104 | | | 19 | | | | 44 | 280 | 148 | 428 | 1,185 | 519 | | | 65 | | | | | 135 | 135 | 654 | 1,904 | | |
| Oriental Negros | 100 | 17 | | | 8 | | | | 52 | 108 | 69 | 177 | 456 | 98 | | | | 41 | | | | 176 | 176 | 497 | 771 | 1,771 | |
| Palawan | 45 | 4 | | | 13 | | | | 58 | 58 | 4 | 62 | 200 | 63 | | | 47 | 13 | | | | 9 | 9 | 260 | 72 | 332 | |

| | | | | | | | | | | | | | | |
|--------------------|-------|-------|----|-----|-------|-------|-------|--------|--------|-------|-----|--------|--------|--------|
| Pampanga..... | 289 | 53 | 31 | 40 | 300 | 93 | 393 | 1,041 | 291 | 72 | 118 | 1,113 | 409 | 1,522 |
| Pangasinan..... | 514 | 89 | 33 | 153 | 586 | 242 | 828 | 2,441 | 523 | 122 | 646 | 2,710 | 1,189 | 3,879 |
| Rizal..... | 243 | 87 | | 22 | 243 | 109 | 352 | 979 | 175 | | | 979 | 391 | 1,370 |
| Romblon..... | 39 | 3 | | 30 | 69 | 41 | 110 | 244 | 3 | | 216 | 318 | 195 | 1,513 |
| Samar..... | 136 | | 17 | 11 | 60 | 63 | 223 | 646 | | 74 | 325 | 759 | 325 | 1,084 |
| Sorsogon..... | 100 | 21 | 17 | 23 | 117 | 44 | 161 | 447 | 123 | 69 | 44 | 79 | 510 | 202 |
| Surigao..... | 44 | 7 | 8 | 12 | 52 | 19 | 71 | 168 | 56 | 21 | 55 | 189 | 111 | 300 |
| Tarlac..... | 244 | | 12 | 52 | 256 | 52 | 308 | 986 | | 56 | 299 | 1,042 | 299 | 1,341 |
| Tayabas..... | 271 | 20 | 13 | 136 | 308 | 165 | 463 | 1,231 | 61 | 183 | 618 | 1,414 | 679 | 2,083 |
| Union..... | 311 | 3 | 18 | 129 | 329 | 132 | 461 | 1,546 | 24 | 86 | 640 | 1,631 | 664 | 2,296 |
| Zambales..... | 80 | | 21 | 34 | 135 | 44 | 179 | 461 | 126 | 68 | 129 | 658 | 273 | 981 |
| Normal School..... | 43 | 46 | | | 43 | 46 | 89 | 166 | 128 | | 147 | 165 | 128 | 233 |
| Trade School..... | | | 81 | | 81 | | 81 | | | 256 | | 256 | | 256 |
| Total..... | 7,565 | 1,385 | 41 | 490 | 2,532 | 8,799 | 3,917 | 12,716 | 34,206 | 6,491 | 41 | 2,517 | 1,771 | 11,672 |
| Mindanao and Sulu: | | | | | | | | | | | | 38,535 | 18,163 | 56,698 |
| Agusan..... | 18 | 8 | | 16 | 34 | 8 | 42 | 64 | 43 | | 44 | 7 | 106 | 168 |
| Bukidnon..... | | | | 12 | 12 | 1 | 13 | | | | 54 | 3 | 54 | 8 |
| Cotabato..... | | | | | | | | 5 | | | 46 | 6 | 51 | 6 |
| Davao..... | | | | | | | | 20 | 8 | | 13 | 1 | 33 | 9 |
| Lanao..... | 12 | 6 | | | 12 | 6 | 18 | 43 | 30 | | 2 | 45 | 30 | 75 |
| Sulu..... | | | | | | | | 20 | 13 | | 17 | 37 | 13 | 50 |
| Zamboanga..... | 35 | | 23 | 6 | 58 | 6 | 64 | 110 | | 90 | 55 | 200 | 55 | 255 |
| Grand total..... | 7,630 | 1,399 | 41 | 726 | 2,539 | 8,915 | 3,938 | 12,863 | 34,468 | 6,585 | 41 | 2,607 | 1,947 | 11,744 |
| | | | | | | | | | | | | 39,063 | 18,329 | 57,392 |

¹ Central Luzon Agricultural School.

In the teaching course the number of students enrolled was 1,820 less during 1918-19 than during 1917-18, which was a decrease of 98 per cent.

In the general course both the number of boys enrolled and the number of girls enrolled was 14 per cent more during 1918-19 than during 1917-18.

In the trade schools the number of pupils enrolled was 14 per cent more during 1918-19 than during 1917-18.

In the housekeeping-and-household-arts course the number of pupils enrolled was 2,295 more during 1918-19 than during 1917-18, which was an increase of 24 per cent.

In the farming course the number of students enrolled was 226 more during 1918-19 than during 1917-18, which was an increase of 3 per cent.

NO. 4.—*Enrolment, Pupils Dropped, and Percentages of Pupils Dropped*

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1918-19.

| Division | All | Grade I | | | Grade II | | | Grade III | | | Grade IV | | | Grade V | | | | |
|----------|---------------|-------------------|------------------|----------------------------|------------|-------------------|------------------|----------------------------|------------|-------------------|------------------|----------------------------|------------|-------------------|------------------|----------------------------|------------|-----|
| | | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | Annual Enrol-ment | March Enrol-ment | Number of Pu- pils Dropped | Percentage | |
| Sulu | 11 | 2,883 | 2,605 | 278 | 10 | 716 | 621 | 95 | 13 | 255 | 237 | 18 | 7 | 52 | 41 | 11 | 21 | |
| | 12 | 4,407 | 4,213 | 194 | 4 | 1,343 | 1,036 | 307 | 23 | 662 | 507 | 155 | 23 | 213 | 161 | 62 | 29 | |
| | 14 | 5,488 | 4,659 | 829 | 15 | 3,798 | 3,368 | 430 | 11 | 2,905 | 2,478 | 427 | 21 | 1,895 | 1,640 | 255 | 13 | |
| | 15 | 3,262 | 2,869 | 393 | 12 | 3,676 | 3,581 | 95 | 14 | 394 | 316 | 78 | 20 | 246 | 169 | 77 | 31 | |
| | 16 | 1,671 | 1,297 | 374 | 22 | 891 | 739 | 152 | 17 | 859 | 811 | 48 | 6 | 594 | 510 | 84 | 14 | |
| | 16 | 7,324 | 5,984 | 1,340 | 18 | 6,296 | 5,393 | 903 | 14 | 5,104 | 4,300 | 804 | 16 | 3,967 | 3,469 | 498 | 13 | |
| | 16 | 3,946 | 3,231 | 715 | 18 | 2,816 | 2,398 | 418 | 15 | 2,659 | 2,143 | 416 | 16 | 2,187 | 1,866 | 331 | 15 | |
| | 17 | 6,451 | 5,300 | 1,151 | 18 | 3,548 | 2,960 | 588 | 17 | 2,696 | 2,133 | 503 | 19 | 2,089 | 1,755 | 334 | 16 | |
| | 18 | 5,884 | 4,803 | 1,081 | 18 | 1,900 | 1,637 | 263 | 14 | 1,127 | 972 | 155 | 14 | 709 | 598 | 114 | 16 | |
| | Normal School | 18 | 139 | 88 | 51 | 37 | 84 | 67 | 17 | 20 | 94 | 77 | 17 | 18 | 107 | 90 | 17 | 16 |
| | | 21 | 5,824 | 4,432 | 1,402 | 24 | 3,015 | 2,494 | 521 | 17 | 2,164 | 1,695 | 469 | 22 | 1,624 | 1,204 | 320 | 21 |
| | | 21 | 5,079 | 4,042 | 1,037 | 20 | 3,823 | 3,068 | 755 | 20 | 2,867 | 1,968 | 699 | 23 | 1,581 | 1,233 | 348 | 22 |
| | | 21 | 5,873 | 4,312 | 1,561 | 27 | 3,960 | 3,215 | 735 | 19 | 2,836 | 2,085 | 751 | 26 | 2,132 | 1,736 | 396 | 19 |
| | | 21 | 1,334 | 1,022 | 312 | 23 | 748 | 603 | 145 | 19 | 761 | 591 | 170 | 22 | 367 | 298 | 69 | 19 |
| | | Pangasinan | 21 | 14,288 | 10,858 | 3,430 | 24 | 7,316 | 6,027 | 1,269 | 18 | 5,769 | 4,510 | 1,259 | 22 | 4,848 | 3,911 | 937 | 20 |
| | 21 | | 5,157 | 3,997 | 1,160 | 23 | 1,946 | 1,612 | 331 | 19 | 1,516 | 1,191 | 346 | 22 | 1,031 | 841 | 190 | 18 |
| | 22 | | 1,449 | 1,031 | 418 | 29 | 841 | 678 | 163 | 19 | 674 | 445 | 129 | 23 | 443 | 366 | 77 | 17 |
| | 22 | | 6,888 | 5,251 | 1,637 | 24 | 3,876 | 3,063 | 783 | 20 | 2,863 | 2,201 | 682 | 23 | 2,075 | 1,618 | 457 | 22 |
| 22 | 6,068 | | 4,580 | 1,488 | 25 | 3,586 | 2,861 | 725 | 20 | 2,204 | 1,729 | 415 | 22 | 1,421 | 1,142 | 279 | 20 | |
| Tarlac | 22 | | 6,237 | 4,696 | 1,541 | 25 | 3,005 | 2,431 | 574 | 12 | 2,064 | 1,484 | 580 | 28 | 1,573 | 1,264 | 309 | 20 |
| | 22 | 8,093 | 6,252 | 1,841 | 23 | 5,420 | 4,317 | 1,103 | 20 | 3,749 | 2,789 | 960 | 26 | 2,698 | 2,065 | 633 | 23 | |
| | 23 | 3,583 | 2,732 | 811 | 23 | 1,089 | 861 | 228 | 21 | 709 | 548 | 161 | 23 | 371 | 304 | 67 | 18 | |
| | 23 | 8,613 | 6,584 | 2,029 | 24 | 4,918 | 3,813 | 1,105 | 22 | 2,790 | 2,048 | 742 | 27 | 2,218 | 1,744 | 474 | 21 | |
| | 23 | 4,938 | 3,621 | 1,317 | 27 | 3,240 | 2,577 | 663 | 20 | 1,749 | 1,325 | 424 | 24 | 1,168 | 953 | 215 | 18 | |
| | Capiz | 23 | 7,910 | 6,024 | 1,886 | 24 | 5,112 | 4,090 | 1,022 | 20 | 2,800 | 2,115 | 685 | 24 | 1,885 | 1,519 | 366 | 19 |
| 23 | | 2,702 | 2,104 | 598 | 22 | 4,407 | 2,283 | 114 | 28 | 220 | 161 | 69 | 31 | 84 | 30 | 4 | 12 | |

| | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----|---------|---------|--------|----|---------|---------|--------|----|--------|--------|--------|----|--------|--------|--------|----|--------|--------|-------|----|
| Cebu..... | 24 | 14,199 | 10,343 | 8,856 | 27 | 8,511 | 6,646 | 1,865 | 22 | 5,412 | 4,091 | 1,321 | 24 | 3,448 | 2,735 | 713 | 21 | 1,717 | 1,279 | 438 | 26 |
| Cotabato..... | 24 | 2,004 | 1,513 | 491 | 25 | 565 | 435 | 130 | 23 | 319 | 250 | 69 | 22 | 97 | 70 | 27 | 29 | 44 | 40 | 4 | 11 |
| Davao..... | 24 | 3,835 | 2,874 | 961 | 25 | 1,033 | 772 | 261 | 25 | 575 | 458 | 117 | 20 | 313 | 244 | 69 | 22 | 39 | 36 | 3 | 8 |
| Iloilo..... | 25 | 12,331 | 9,339 | 3,592 | 28 | 7,319 | 5,765 | 1,554 | 21 | 5,327 | 3,876 | 1,451 | 27 | 3,443 | 2,567 | 776 | 23 | 1,901 | 1,387 | 514 | 27 |
| Nueva Ecija..... | 25 | 8,012 | 5,668 | 2,354 | 29 | 3,482 | 2,686 | 796 | 20 | 2,114 | 1,650 | 464 | 22 | 1,424 | 1,137 | 287 | 20 | 730 | 629 | 101 | 14 |
| Antique..... | 26 | 3,319 | 2,208 | 1,111 | 33 | 2,156 | 1,608 | 548 | 25 | 1,527 | 1,155 | 372 | 24 | 1,280 | 1,060 | 220 | 17 | 492 | 380 | 112 | 23 |
| Romblon..... | 26 | 1,949 | 1,394 | 555 | 28 | 1,262 | 972 | 290 | 23 | 859 | 638 | 221 | 26 | 691 | 515 | 176 | 25 | 367 | 254 | 113 | 30 |
| Bohol..... | 27 | 10,601 | 7,492 | 3,109 | 29 | 6,018 | 4,510 | 1,508 | 25 | 3,698 | 2,623 | 1,075 | 29 | 2,164 | 1,590 | 574 | 27 | 796 | 594 | 202 | 25 |
| Albay..... | 28 | 6,713 | 4,643 | 2,070 | 31 | 4,538 | 3,251 | 1,287 | 28 | 2,823 | 2,087 | 736 | 26 | 1,699 | 1,305 | 894 | 23 | 1,032 | 760 | 272 | 26 |
| Isabela..... | 28 | 4,334 | 3,158 | 1,576 | 35 | 2,032 | 1,517 | 515 | 25 | 1,228 | 990 | 238 | 19 | 909 | 773 | 186 | 15 | 410 | 292 | 118 | 29 |
| Surigao..... | 28 | 4,785 | 3,375 | 1,410 | 29 | 1,923 | 1,413 | 510 | 27 | 842 | 606 | 236 | 28 | 499 | 381 | 118 | 24 | 214 | 165 | 49 | 23 |
| Pampanga..... | 29 | 5,780 | 3,767 | 2,013 | 35 | 3,612 | 2,569 | 1,043 | 29 | 2,263 | 1,572 | 681 | 30 | 1,598 | 1,187 | 411 | 26 | 923 | 708 | 215 | 23 |
| Batanes..... | 30 | 521 | 374 | 147 | 28 | 322 | 232 | 94 | 28 | 176 | 124 | 52 | 30 | 135 | 96 | 49 | 36 | 107 | 68 | 39 | 36 |
| Occidental Negros..... | 30 | 8,151 | 5,207 | 2,944 | 36 | 5,278 | 3,715 | 1,563 | 30 | 3,807 | 2,762 | 1,045 | 27 | 2,247 | 1,598 | 549 | 24 | 1,146 | 843 | 308 | 26 |
| Mindoro..... | 31 | 2,432 | 1,564 | 868 | 32 | 1,084 | 807 | 277 | 26 | 769 | 581 | 188 | 24 | 632 | 435 | 197 | 31 | 215 | 159 | 56 | 26 |
| Trade School..... | 31 | | | | | | | | | | | | | | | | | 130 | 68 | 48 | 48 |
| Misamis..... | 32 | 6,874 | 4,588 | 2,316 | 34 | 2,779 | 1,932 | 847 | 30 | 1,528 | 1,023 | 505 | 33 | 1,083 | 729 | 304 | 29 | 327 | 206 | 121 | 37 |
| Nueva Vizcaya ¹ | 34 | 844 | 450 | 394 | 47 | 548 | 378 | 170 | 31 | 478 | 332 | 146 | 31 | 477 | 304 | 173 | 36 | 183 | 180 | 13 | 7 |
| Samar..... | 34 | 15,190 | 9,884 | 5,306 | 34 | 5,177 | 3,477 | 1,700 | 33 | 2,415 | 1,484 | 881 | 39 | 1,501 | 976 | 525 | 35 | 672 | 513 | 169 | 24 |
| Sorsogon..... | 34 | 8,147 | 5,306 | 2,841 | 35 | 3,097 | 2,165 | 932 | 30 | 1,569 | 1,050 | 509 | 32 | 1,050 | 559 | 491 | 47 | 456 | 304 | 152 | 33 |
| Oriental Negros..... | 35 | 8,336 | 5,279 | 3,057 | 37 | 3,698 | 2,399 | 1,299 | 35 | 2,225 | 1,451 | 774 | 35 | 1,245 | 902 | 843 | 28 | 680 | 404 | 256 | 29 |
| Leyte..... | 38 | 17,094 | 10,299 | 6,795 | 40 | 8,651 | 5,621 | 3,030 | 35 | 5,520 | 3,327 | 2,193 | 40 | 3,332 | 2,192 | 1,140 | 34 | 1,608 | 978 | 680 | 39 |
| C. L. A. S. ² | 40 | | | | | | | | | | | | | | | | | 116 | 88 | 28 | 24 |
| Total..... | 24 | 232,062 | 205,312 | 76,750 | 27 | 147,492 | 113,693 | 33,799 | 23 | 97,514 | 73,069 | 24,445 | 25 | 66,963 | 52,272 | 14,691 | 22 | 34,574 | 27,055 | 7,519 | 22 |

¹ December, 1918, enrolment is used for primary grades.

: Central Luzon Agricultural School.

| | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--------|--------|-------|----|--------|--------|-------|-----|-------|-------|-------|----|-------|-------|-----|----|-------|-------|-----|----|-------|-------|-----|----|
| Iloilo..... | 1,261 | 1,003 | 258 | 20 | 1,101 | 901 | 200 | 18 | 659 | 533 | 126 | 19 | 321 | 251 | 70 | 27 | 216 | 192 | 24 | 11 | 94 | 91 | 3 | 3 |
| Nueva Ecija..... | 433 | 883 | 80 | 12 | 316 | 234 | 32 | 10 | 90 | 66 | 24 | 27 | 68 | 51 | 17 | 26 | 43 | 40 | 3 | 7 | 30 | 28 | 2 | 7 |
| Antique..... | 224 | 180 | 34 | 22 | 212 | 194 | 18 | 8 | 112 | 91 | 21 | 20 | 56 | 49 | 7 | 13 | 17 | 16 | 1 | 6 | | | | |
| Bohol..... | 191 | 149 | 43 | 22 | 124 | 110 | 14 | 11 | 46 | 32 | 14 | 30 | 34 | 29 | 5 | 15 | | | | | | | | |
| Bombon..... | 516 | 422 | 94 | 18 | 366 | 59 | 14 | 229 | 178 | 51 | 22 | 72 | 58 | 14 | 19 | 21 | 15 | 6 | 29 | | | | | |
| Albay..... | 514 | 412 | 102 | 20 | 334 | 283 | 51 | 15 | 213 | 158 | 55 | 26 | 64 | 51 | 13 | 20 | 41 | 33 | 8 | 20 | 27 | 25 | 2 | 7 |
| Isabela..... | 239 | 190 | 49 | 21 | 143 | 14 | 29 | 20 | 81 | 45 | 36 | 44 | 37 | 22 | 15 | 41 | 14 | 11 | 3 | 21 | | | | |
| Surigao..... | 31 | 64 | 17 | 21 | 80 | 71 | 24 | 11 | 24 | 11 | 13 | 54 | 12 | 12 | | | | | | | | | | |
| Pampanga..... | 508 | 421 | 87 | 17 | 455 | 393 | 62 | 15 | 193 | 160 | 33 | 17 | 138 | 119 | 19 | 14 | 74 | 57 | 17 | 23 | 47 | 42 | 6 | 11 |
| Batanes..... | 44 | 28 | 16 | 36 | 24 | 18 | 6 | 25 | 17 | 13 | 4 | 24 | | | | | | | | | | | | |
| Occidental Negros..... | 733 | 633 | 150 | 19 | 501 | 428 | 73 | 15 | 127 | 84 | 43 | 35 | 89 | 68 | 21 | 24 | 42 | 36 | 6 | 14 | 33 | 32 | 1 | 3 |
| Mindoro..... | 158 | 124 | 34 | 22 | 75 | 59 | 16 | 21 | 41 | 26 | 15 | 37 | | | | | | | | | | | | |
| Trade School..... | 154 | 107 | 47 | 31 | 118 | 81 | 37 | 31 | 199 | 137 | 62 | 31 | 85 | 71 | 14 | 16 | 54 | 43 | 11 | 20 | 15 | 15 | | |
| Misamis..... | 225 | 164 | 61 | 27 | 124 | 102 | 22 | 18 | 36 | 26 | 15 | 44 | 20 | 14 | 6 | 30 | | | | | | | | |
| Nueva Vizcaya..... | 91 | 91 | | | 80 | 68 | 12 | 15 | 124 | 85 | 39 | 31 | 51 | 37 | 14 | 27 | 27 | 12 | 15 | 56 | | | | |
| Samar..... | 450 | 348 | 102 | 23 | 267 | 223 | 44 | 16 | 59 | 48 | 11 | 19 | 32 | 23 | 9 | 28 | | | | | | | | |
| Sorsogon..... | 326 | 247 | 79 | 24 | 237 | 151 | 76 | 32 | 134 | 89 | 45 | 34 | 59 | 47 | 12 | 20 | 33 | 29 | 4 | 12 | | | | |
| Oriental Negros..... | 300 | 190 | 110 | 37 | 253 | 177 | 76 | 30 | 103 | 70 | 33 | 32 | 27 | 21 | 6 | 22 | | | | | | | | |
| Leyte..... | 960 | 665 | 295 | 31 | 615 | 441 | 174 | 28 | 318 | 212 | 106 | 33 | 131 | 92 | 39 | 23 | 72 | 55 | 17 | 24 | 46 | 42 | 4 | 9 |
| C. L. A. S. 1..... | 148 | 97 | 51 | 34 | 158 | 100 | 58 | 37 | 447 | 239 | 208 | 47 | 137 | 76 | 59 | 43 | | | | | | | | |
| Total..... | 21,311 | 17,550 | 3,761 | 18 | 15,244 | 12,867 | 2,377 | 16 | 8,964 | 6,678 | 2,286 | 26 | 4,223 | 3,428 | 795 | 19 | 2,211 | 1,886 | 326 | 15 | 1,501 | 1,394 | 117 | 8 |

¹ Central Luzon Agricultural School.

In Table No. 4 the divisions are listed according to the percentage of pupils dropped during the school year 1918-19, the division with the smallest percentage being listed first.

The median percentage of withdrawals for 1919 was 24 per cent, $\frac{1}{2}$ per cent more than that for 1918. Batanes, Central Luzon Agricultural School, Isabela, Leyte, Mindoro, and Nueva Ecija moved from positions below or at the median to positions above the median percentage, whereas Agusan, Cagayan, Camarines, Lanao, and Zamboanga moved from positions above or at the median to positions below the median percentage.

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on pupils examined, for the school years 1917-18 and 1918-19.

| Division | All Grades | | | Grade I | | | | Grade II | | | | Grade III | | | |
|--------------------------|------------|------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|----|
| | 1914-19 | | 1918-19 | 1917-18 | | 1918-19 | | 1917-18 | | 1918-19 | | 1917-18 | | 1917-18 | |
| | Female | Male | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | |
| Manila Normal School | 73 | 73 | 71 | 70 | 87 | 85 | 91 | 87 | 91 | 85 | 76 | 75 | 87 | 87 | 94 |
| Bataan | 69 | 70 | 69 | 58 | 39 | 73 | 49 | 63 | 51 | 76 | 66 | 72 | 79 | 78 | 81 |
| Cebu | 67 | 68 | 68 | 59 | 65 | 84 | 93 | 50 | 51 | 88 | 89 | 79 | 89 | 91 | 80 |
| Cagayan | 85 | 68 | 67 | 70 | 66 | 71 | 82 | 38 | 39 | 53 | 54 | 81 | 76 | 93 | 86 |
| Camarines | 66 | 65 | 66 | 59 | 57 | 78 | 76 | 45 | 46 | 61 | 62 | 70 | 72 | 85 | 77 |
| Union | 62 | 65 | 66 | 60 | 60 | 72 | 75 | 51 | 51 | 58 | 60 | 73 | 72 | 85 | 88 |
| Batangas | 66 | 64 | 63 | 50 | 51 | 72 | 75 | 50 | 50 | 69 | 73 | 65 | 74 | 73 | 86 |
| Cebu | 60 | 61 | 60 | 52 | 52 | 72 | 71 | 46 | 47 | 65 | 65 | 67 | 85 | 83 | 86 |
| Ilocos Norte | 60 | 59 | 60 | 50 | 47 | 68 | 53 | 53 | 53 | 71 | 72 | 67 | 67 | 81 | 84 |
| Rizal | 60 | 60 | 60 | 51 | 52 | 67 | 66 | 59 | 58 | 70 | 70 | 68 | 70 | 79 | 81 |
| Albay | 57 | 63 | 59 | 51 | 50 | 76 | 87 | 48 | 56 | 76 | 78 | 82 | 65 | 98 | 89 |
| Bulacan | 59 | 58 | 59 | 52 | 51 | 71 | 70 | 59 | 60 | 75 | 73 | 83 | 80 | 76 | 81 |
| Capiz | 58 | 59 | 59 | 52 | 53 | 69 | 71 | 38 | 41 | 58 | 63 | 68 | 78 | 80 | 83 |
| Palawan | 61 | 56 | 59 | 41 | 42 | 52 | 52 | 51 | 47 | 56 | 60 | 75 | 69 | 81 | 85 |
| Cavite | 58 | 58 | 58 | 56 | 63 | 78 | 85 | 49 | 54 | 90 | 94 | 61 | 57 | 89 | 82 |
| Zambales | 59 | 56 | 58 | 43 | 42 | 51 | 50 | 40 | 52 | 55 | 85 | 89 | 79 | 81 | 86 |
| Abra | 57 | 58 | 57 | 51 | 50 | 71 | 74 | 51 | 54 | 64 | 68 | 70 | 75 | 86 | 80 |
| Laguna | 56 | 57 | 57 | 48 | 50 | 61 | 66 | 53 | 50 | 82 | 88 | 61 | 71 | 79 | 81 |
| Ilocos Sur | 55 | 57 | 56 | 51 | 51 | 63 | 63 | 50 | 49 | 56 | 55 | 56 | 64 | 66 | 61 |
| C. L. A. S. ¹ | 54 | 74 | 55 | | | | | | | | | | | | |
| Tayabas | 54 | 57 | 55 | 62 | 65 | 62 | 65 | 47 | 52 | 62 | 67 | 84 | 85 | 73 | 76 |
| Tarlac | 56 | 50 | 54 | 47 | 44 | 56 | 56 | 43 | 38 | 58 | 59 | 73 | 79 | 74 | 75 |
| Antique | 51 | 55 | 53 | 49 | 51 | 68 | 72 | 41 | 44 | 67 | 65 | 71 | 71 | 75 | 69 |
| Pangasinan | 54 | 51 | 53 | 44 | 51 | 59 | 59 | 46 | 47 | 64 | 67 | 64 | 62 | 73 | 76 |
| Mindoro | 51 | 50 | 51 | 43 | 46 | 63 | 64 | 41 | 43 | 53 | 58 | 63 | 63 | 79 | 81 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Nueva Ecija | 51 | 47 | 50 | 37 | 36 | 53 | 54 | 30 | 28 | 49 | 46 | 60 | 55 | 73 | 71 | 55 | 48 | 63 | 61 | 64 | 67 | 79 | 82 | 83 | 55 | 61 | 70 |
| Occidental Negros | 50 | 51 | 50 | 40 | 40 | 63 | 65 | 44 | 45 | 71 | 72 | 52 | 55 | 74 | 80 | 48 | 53 | 67 | 72 | 57 | 51 | 79 | 83 | 45 | 42 | 63 | 61 |
| Pampanga | 49 | 50 | 50 | 45 | 47 | 66 | 69 | 62 | 59 | 86 | 87 | 61 | 65 | 69 | 67 | 74 | 78 | 73 | 77 | 46 | 50 | 65 | 67 | 64 | 67 | 74 | 77 |
| Romblon | 50 | 50 | 50 | 43 | 41 | 65 | 65 | 39 | 47 | 60 | 66 | 48 | 53 | 70 | 78 | 60 | 68 | 82 | 90 | 53 | 55 | 75 | 79 | 61 | 70 | 84 | 86 |
| Bohol | 47 | 51 | 49 | 36 | 41 | 54 | 58 | 36 | 41 | 58 | 63 | 53 | 59 | 72 | 76 | 48 | 56 | 71 | 75 | 52 | 58 | 73 | 78 | 49 | 53 | 78 | 79 |
| Trade School | 49 | 49 | 48 | 37 | 39 | 53 | 57 | 41 | 45 | 64 | 61 | 57 | 58 | 68 | 69 | 57 | 62 | 72 | 71 | 50 | 56 | 66 | 71 | 56 | 59 | 77 | 78 |
| Iloilo | 47 | 49 | 48 | 43 | 48 | 70 | 72 | 46 | 37 | 70 | 61 | 56 | 62 | 76 | 81 | 49 | 51 | 69 | 76 | 60 | 61 | 77 | 81 | 56 | 55 | 67 | 77 |
| Nueva Vizcaya | 46 | 52 | 48 | 43 | 48 | 70 | 72 | 46 | 37 | 70 | 61 | 56 | 62 | 76 | 81 | 49 | 51 | 69 | 76 | 60 | 61 | 77 | 81 | 56 | 55 | 67 | 77 |
| Isabela | 47 | 41 | 45 | 30 | 27 | 41 | 39 | 42 | 40 | 54 | 53 | 69 | 64 | 73 | 73 | 90 | 91 | 72 | 71 | 71 | 67 | 73 | 69 | 71 | 79 | 72 | 71 |
| Sorsogon | 44 | 47 | 45 | 37 | 39 | 53 | 63 | 31 | 33 | 49 | 52 | 56 | 63 | 80 | 79 | 41 | 43 | 60 | 65 | 54 | 60 | 72 | 78 | 43 | 49 | 66 | 68 |
| Misamis | 42 | 44 | 43 | 33 | 37 | 51 | 55 | 28 | 32 | 44 | 48 | 54 | 52 | 75 | 77 | 46 | 50 | 66 | 70 | 49 | 56 | 81 | 83 | 47 | 52 | 72 | 73 |
| Batanes | 43 | 41 | 42 | 38 | 33 | 48 | 47 | 51 | 35 | 66 | 50 | 50 | 50 | 74 | 68 | 50 | 50 | 63 | 66 | 49 | 67 | 88 | 85 | 59 | 53 | 76 | 73 |
| Oriental Negros | 41 | 42 | 42 | 34 | 36 | 60 | 59 | 44 | 45 | 66 | 64 | 47 | 49 | 71 | 76 | 64 | 66 | 73 | 85 | 44 | 48 | 68 | 74 | 59 | 60 | 75 | 72 |
| Bukidnon | 40 | 40 | 40 | 36 | 34 | 44 | 46 | 38 | 41 | 46 | 51 | 44 | 63 | 67 | 84 | 36 | 52 | 64 | 58 | 62 | 79 | 70 | 44 | 60 | 55 | 79 | 79 |
| Samar | 41 | 39 | 40 | 32 | 32 | 55 | 53 | 31 | 26 | 69 | 56 | 58 | 57 | 79 | 68 | 53 | 53 | 77 | 83 | 55 | 59 | 75 | 76 | 52 | 64 | 82 | 97 |
| Zamboanga | 38 | 42 | 40 | 33 | 39 | 51 | 63 | 25 | 31 | 34 | 35 | 43 | 52 | 62 | 85 | 39 | 53 | 50 | 72 | 45 | 37 | 70 | 71 | 52 | 58 | 68 | 70 |
| Mountain | 38 | 42 | 39 | 27 | 31 | 45 | 51 | 27 | 30 | 48 | 57 | 48 | 57 | 64 | 69 | 54 | 68 | 70 | 78 | 58 | 67 | 74 | 79 | 74 | 60 | 89 | 78 |
| Sulu | 44 | 20 | 39 | 37 | 14 | 38 | 15 | 42 | 31 | 46 | 49 | 66 | 56 | 65 | 70 | 67 | 70 | 75 | 77 | 67 | 58 | 75 | 90 | 80 | 74 | 91 | 81 |
| Leyte | 36 | 41 | 38 | 32 | 36 | 57 | 64 | 51 | 53 | 70 | 74 | 46 | 52 | 65 | 73 | 67 | 71 | 81 | 84 | 39 | 42 | 59 | 66 | 64 | 63 | 83 | 88 |
| Cotabato | 31 | 37 | 32 | 23 | 30 | 46 | 43 | 27 | 20 | 33 | 33 | 45 | 41 | 60 | 52 | 50 | 40 | 65 | 58 | 48 | 64 | 63 | 83 | 37 | 41 | 52 | 56 |
| Davao | 32 | 27 | 31 | 28 | 23 | 36 | 29 | 26 | 33 | 37 | 33 | 55 | 46 | 63 | 53 | 48 | 49 | 58 | 60 | 48 | 56 | 56 | 64 | 56 | 50 | 59 | 58 |
| Lanao | 29 | 46 | 31 | 23 | 40 | 37 | 65 | 36 | 24 | 50 | 60 | 45 | 41 | 61 | 55 | 52 | 34 | 79 | 67 | 48 | 73 | 63 | 89 | 43 | 35 | 64 | 61 |
| Surigao | 30 | 33 | 31 | 23 | 28 | 46 | 43 | 24 | 23 | 44 | 39 | 37 | 38 | 60 | 52 | 35 | 31 | 53 | 53 | 35 | 42 | 59 | 62 | 43 | 49 | 69 | 68 |
| Agusan | 27 | 28 | 27 | 18 | 16 | 27 | 23 | 25 | 26 | 40 | 39 | 42 | 42 | 55 | 56 | 51 | 68 | 60 | 73 | 33 | 40 | 46 | 68 | 37 | 41 | 45 | 51 |
| Total | 52 | 53 | 52 | 42 | 44 | 61 | 63 | 43 | 45 | 70 | 64 | 58 | 60 | 76 | 77 | 62 | 66 | 74 | 80 | 56 | 58 | 75 | 78 | 90 | 63 | 75 | 77 |

Central Luzon Agricultural School.

No. 5.—Percentage of Pupils Promoted—Continued

| Division | Grade IV | | | | | | Grade V | | | | | | Grade VII | | | | | |
|----------------------|-------------------|------------------|------------|-------------------|------------------|------------|-------------------|------------------|------------|-------------------|------------------|------------|-------------------|------------------|------------|-------------------|------------------|------------|
| | 1918-19 | | | 1917-18 | | | 1918-19 | | | 1917-18 | | | 1918-19 | | | 1917-18 | | |
| | Annual Enrol-ment | Pupils Exam-ined | Percentage | Annual Enrol-ment | Pupils Exam-ined | Percentage | Annual Enrol-ment | Pupils Exam-ined | Percentage | Annual Enrol-ment | Pupils Exam-ined | Percentage | Annual Enrol-ment | Pupils Exam-ined | Percentage | Annual Enrol-ment | Pupils Exam-ined | Percentage |
| Manila Normal School | 79 | 80 | 89 | 78 | 83 | 80 | 85 | 81 | 85 | 75 | 67 | 67 | 81 | 85 | 79 | 77 | 94 | 94 |
| Bataan | 66 | 65 | 78 | 71 | 84 | 64 | 56 | 79 | 69 | 67 | 78 | 83 | 88 | 86 | 77 | 69 | 94 | 94 |
| Cagayan | 74 | 64 | 62 | 76 | 47 | 51 | 58 | 60 | 63 | 71 | 80 | 84 | 55 | 67 | 77 | 86 | 94 | 94 |
| Camarines | 71 | 72 | 87 | 91 | 68 | 65 | 65 | 79 | 68 | 79 | 86 | 94 | 63 | 76 | 95 | 100 | 92 | 94 |
| Union | 66 | 63 | 79 | 75 | 40 | 39 | 63 | 59 | 75 | 76 | 88 | 84 | 59 | 68 | 95 | 95 | 94 | 94 |
| Batangas | 64 | 69 | 78 | 83 | 61 | 60 | 76 | 78 | 72 | 78 | 87 | 88 | 68 | 74 | 88 | 94 | 94 | 94 |
| Cebu | 62 | 66 | 79 | 82 | 60 | 58 | 80 | 74 | 64 | 73 | 88 | 93 | 60 | 70 | 92 | 96 | 99 | 99 |
| Ilocos Norte | 80 | 58 | 73 | 74 | 58 | 60 | 66 | 66 | 64 | 70 | 82 | 79 | 59 | 62 | 88 | 85 | 99 | 99 |
| Rizal | 67 | 69 | 83 | 88 | 68 | 66 | 86 | 83 | 73 | 84 | 90 | 93 | 67 | 74 | 93 | 93 | 92 | 92 |
| Albay | 63 | 65 | 82 | 87 | 58 | 67 | 77 | 87 | 47 | 61 | 75 | 89 | 42 | 56 | 99 | 87 | 81 | 83 |
| Bulacan | 64 | 65 | 82 | 83 | 70 | 66 | 81 | 81 | 68 | 72 | 89 | 89 | 72 | 75 | 98 | 99 | 99 | 99 |
| Capiz | 59 | 65 | 75 | 71 | 55 | 58 | 77 | 73 | 71 | 74 | 86 | 92 | 66 | 78 | 94 | 96 | 96 | 96 |
| Palawan | 62 | 52 | 80 | 90 | 69 | 74 | 78 | 86 | 74 | 75 | 85 | 91 | 97 | 99 | 77 | 100 | 100 | 100 |
| Cavite | 50 | 51 | 84 | 55 | 56 | 54 | 86 | 77 | 70 | 67 | 87 | 86 | 56 | 65 | 88 | 85 | 87 | 94 |
| Zambales | 55 | 66 | 74 | 63 | 80 | 85 | 87 | 90 | 71 | 74 | 94 | 94 | 69 | 78 | 96 | 98 | 98 | 98 |
| Abra | 52 | 61 | 59 | 70 | 39 | 42 | 48 | 48 | 65 | 67 | 88 | 74 | 53 | 64 | 92 | 93 | 93 | 93 |
| Laguna | 54 | 58 | 72 | 76 | 56 | 64 | 69 | 72 | 75 | 76 | 89 | 86 | 60 | 78 | 93 | 96 | 96 | 96 |
| Ilocos Sur | 54 | 67 | 65 | 67 | 43 | 44 | 49 | 50 | 66 | 77 | 81 | 88 | 50 | 53 | 87 | 88 | 88 | 88 |
| C. L. A. S. | | | | | | | | | | | | | | | | | | |
| Tayabas | 87 | 85 | 75 | 75 | 57 | 54 | 71 | 68 | 67 | 75 | 89 | 90 | 67 | 77 | 85 | 81 | 87 | 93 |
| Tarlac | 70 | 63 | 71 | 69 | 53 | 53 | 65 | 69 | 70 | 76 | 85 | 90 | 65 | 70 | 78 | 83 | 84 | 84 |
| Antique | 49 | 55 | 46 | 56 | 57 | 55 | 44 | 60 | 58 | 73 | 39 | 45 | 64 | 76 | 62 | 60 | 67 | 67 |
| Pangasinan | 54 | 52 | 66 | 63 | 47 | 47 | 53 | 52 | 62 | 68 | 78 | 68 | 77 | 78 | 86 | 77 | 82 | 82 |
| Mindoro | 48 | 44 | 76 | 80 | 55 | 49 | 75 | 69 | 48 | 86 | 82 | 76 | 69 | 91 | 95 | 65 | 84 | 84 |
| Nueva Ecija | 61 | 66 | 75 | 80 | 57 | 58 | 67 | 70 | 73 | 74 | 86 | 87 | 60 | 70 | 83 | 83 | 90 | 90 |
| Occidental Negros | 41 | 53 | 67 | 70 | 53 | 68 | 69 | 63 | 67 | 78 | 89 | 84 | 62 | 75 | 85 | 66 | 78 | 78 |
| Pampanga | 51 | 49 | 68 | 68 | 57 | 57 | 70 | 72 | 59 | 61 | 78 | 78 | 60 | 67 | 76 | 77 | 87 | 87 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|----|-----|----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Romblon..... | 50 | 45 | 83 | 68 | 55 | 71 | 81 | 86 | 57 | 63 | 85 | 87 | 71 | 76 | 90 | 90 | 67 | 75 | 86 | 90 | 82 | 97 | 94 | 100 | 73 | 96 | 90 | 96 | 89 | 81 | 95 | 100 | |
| Bohol..... | 41 | 54 | 68 | 72 | 47 | 48 | 72 | 70 | 64 | 68 | 90 | 96 | 52 | 65 | 76 | 85 | 76 | 69 | 82 | 90 | 65 | 72 | 88 | 82 | 75 | 69 | 94 | 79 | 71 | 83 | 87 | 91 | |
| Trade School..... | 53 | 56 | 64 | 75 | 54 | 60 | 72 | 76 | 54 | 61 | 76 | 80 | 57 | 60 | 78 | 84 | 57 | 72 | 83 | 65 | 73 | 85 | 92 | 63 | 70 | 79 | 82 | 68 | 79 | 86 | 79 | 81 | |
| Itolo..... | 32 | 38 | 51 | 57 | 43 | 45 | 58 | 65 | 38 | 45 | 60 | 66 | 46 | 51 | 60 | 59 | 54 | 51 | 81 | 69 | 63 | 73 | 83 | 79 | 32 | 67 | 67 | 80 | 58 | 75 | 74 | 83 | |
| Nueva Vizcaya..... | 58 | 56 | 70 | 71 | 46 | 68 | 60 | 76 | 66 | 54 | 84 | 76 | 60 | 54 | 84 | 70 | 64 | 61 | 76 | 66 | 56 | 68 | 80 | 88 | 67 | 81 | 82 | 81 | 72 | 72 | 86 | 91 | |
| Isabela..... | 46 | 59 | 62 | 79 | 41 | 43 | 59 | 60 | 54 | 64 | 83 | 88 | 53 | 71 | 75 | 86 | 58 | 58 | 72 | 75 | 67 | 75 | 82 | 98 | 59 | 59 | 98 | 61 | 65 | 63 | 81 | 85 | |
| Sorsogon..... | 43 | 45 | 65 | 63 | 43 | 41 | 61 | 64 | 49 | 54 | 82 | 81 | 49 | 57 | 73 | 75 | 59 | 54 | 81 | 78 | 71 | 67 | 92 | 77 | 67 | 82 | 83 | 90 | 65 | 78 | 84 | 96 | |
| Misamis..... | 37 | 37 | 61 | 62 | 53 | 67 | 67 | 84 | 42 | 42 | 70 | 62 | 47 | 67 | 68 | 83 | 10 | 79 | 20 | 52 | 67 | 63 | 100 | 45 | 100 | 65 | 100 | 75 | 75 | 78 | 75 | 75 | |
| Batanes..... | 43 | 41 | 71 | 57 | 53 | 53 | 71 | 52 | 54 | 85 | 89 | 52 | 56 | 75 | 77 | 59 | 50 | 89 | 85 | 67 | 69 | 84 | 89 | 63 | 72 | 93 | 96 | 73 | 82 | 87 | 94 | 94 | |
| Oriental Negros..... | 46 | 52 | 71 | 72 | 48 | 36 | 58 | 46 | 41 | 100 | 93 | 100 | 82 | 75 | 100 | 100 | 67 | 100 | 78 | 100 | 78 | 100 | 93 | 71 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| Bukidnon..... | 53 | 45 | 85 | 69 | 46 | 53 | 77 | 77 | 52 | 49 | 70 | 63 | 57 | 58 | 83 | 77 | 59 | 65 | 79 | 68 | 69 | 87 | 92 | 64 | 56 | 82 | 61 | 63 | 73 | 88 | 94 | 94 | |
| Samar..... | 56 | 45 | 57 | 72 | 57 | 56 | 74 | 70 | 44 | 53 | 65 | 69 | 53 | 54 | 66 | 81 | 51 | 50 | 64 | 63 | 55 | 46 | 71 | 60 | 57 | 53 | 85 | 70 | 56 | 81 | 73 | 100 | |
| Zamboanga..... | 51 | 64 | 69 | 81 | 49 | 59 | 71 | 85 | 61 | 77 | 75 | 50 | 61 | 66 | 87 | 64 | 78 | 88 | 80 | 63 | 61 | 84 | 89 | 60 | 73 | 84 | 76 | 54 | 54 | 77 | 65 | 65 | |
| Mountain..... | 57 | 58 | 63 | 78 | 50 | 96 | 81 | 100 | 79 | 72 | 96 | 100 | 62 | 100 | 90 | 90 | 90 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| Sulu..... | 34 | 41 | 52 | 58 | 62 | 65 | 81 | 84 | 39 | 46 | 64 | 75 | 63 | 69 | 87 | 90 | 45 | 55 | 69 | 71 | 66 | 74 | 91 | 87 | 45 | 53 | 65 | 63 | 64 | 76 | 91 | 83 | |
| Leyte..... | 63 | 67 | 81 | 77 | 33 | 29 | 36 | 38 | 96 | 57 | 98 | 67 | 59 | 50 | 67 | 50 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Cotabato..... | 51 | 61 | 61 | 64 | 36 | 57 | 45 | 60 | 69 | 100 | 79 | 100 | 40 | 40 | 80 | 67 | 17 | 50 | 25 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | |
| Davao..... | 66 | 45 | 98 | 45 | 56 | 61 | 70 | 93 | 96 | 100 | 100 | 100 | 62 | 70 | 77 | 88 | 74 | 70 | 82 | 70 | 55 | 42 | 75 | 45 | 83 | 71 | 83 | 83 | 100 | 50 | 100 | 60 | |
| Lanao..... | 30 | 31 | 40 | 45 | 33 | 32 | 60 | 59 | 59 | 49 | 77 | 62 | 30 | 32 | 71 | 65 | 58 | 68 | 76 | 80 | 51 | 62 | 95 | 81 | 77 | 70 | 88 | 74 | 53 | 60 | 72 | 88 | |
| Surigao..... | 30 | 29 | 54 | 46 | 37 | 36 | 62 | 52 | 66 | 86 | 96 | 100 | 47 | 75 | 81 | 82 | 60 | 88 | 71 | 100 | 77 | 78 | 100 | 88 | 82 | 89 | 100 | 100 | 67 | 67 | 100 | 100 | |
| Agusan..... | 54 | 56 | 72 | 74 | 55 | 58 | 71 | 72 | 64 | 68 | 84 | 86 | 60 | 68 | 80 | 83 | 67 | 74 | 85 | 86 | 70 | 77 | 85 | 90 | 72 | 78 | 88 | 88 | 71 | 81 | 86 | 92 | |
| Total..... | 54 | 56 | 72 | 74 | 55 | 58 | 71 | 72 | 64 | 68 | 84 | 86 | 60 | 68 | 80 | 83 | 67 | 74 | 85 | 86 | 70 | 77 | 85 | 90 | 72 | 78 | 88 | 88 | 71 | 81 | 86 | 92 | |

1 Central Luzon Agricultural School.

No. 5.—Percentage of Pupils Promoted—Continued

| Division | First Year | | | | Second Year | | | | Third Year | | | | Fourth Year | | | |
|----------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|
| | 1918-19 | | 1917-18 | | 1918-19 | | 1917-18 | | 1918-19 | | 1917-18 | | 1918-19 | | 1917-18 | |
| | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined | Annual Enrol-ment | Pupils Exam-ined |
| Manila Normal School | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 54 | 35 | 67 | 43 | 52 | 55 | 72 | 46 | 67 | 71 | 82 | 53 | 69 | 83 | 59 | 81 |
| | 33 | 66 | 50 | 79 | 55 | 72 | 46 | 82 | 53 | 67 | 82 | 53 | 63 | 86 | 88 | 91 |
| | 28 | 63 | 88 | 83 | 68 | 80 | 87 | 80 | 51 | 67 | 83 | 100 | 80 | 86 | 100 | 75 |
| Batangas | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 20 | 51 | 28 | 62 | 35 | 73 | 32 | 73 | 51 | 38 | 67 | 50 | 100 | 67 | 100 | 100 |
| Cagayan | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 53 | 46 | 67 | 57 | 64 | 74 | 76 | 87 | 55 | 43 | 76 | 59 | 68 | 70 | 78 | 88 |
| Camarines | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 40 | 34 | 50 | 39 | 67 | 76 | 88 | 86 | 59 | 59 | 65 | 61 | 66 | 56 | 80 | 77 |
| Union | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 58 | 53 | 67 | 63 | 78 | 45 | 63 | 75 | 61 | 87 | 72 | 70 | 93 | 48 | 80 | 87 |
| Cebu | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 53 | 61 | 55 | 66 | 56 | 50 | 58 | 59 | 61 | 52 | 71 | 56 | 81 | 82 | 100 | 73 |
| Ilocos Norte | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 61 | 61 | 82 | 73 | 72 | 81 | 98 | 100 | 65 | 79 | 93 | 92 | 67 | 100 | 73 | 100 |
| Rizal | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 34 | 44 | 51 | 54 | 52 | 44 | 71 | 63 | 56 | 50 | 68 | 56 | 63 | 56 | 81 | 83 |
| Albay | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 38 | 47 | 71 | 68 | 64 | 90 | 88 | 36 | 34 | 65 | 67 | 77 | 50 | 98 | 100 | 79 |
| Bulacan | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 52 | 62 | 67 | 81 | 60 | 63 | 75 | 76 | 58 | 73 | 83 | 80 | 66 | 100 | 80 | 86 |
| Capiz | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 41 | 33 | 68 | 100 | 27 | 50 | 32 | 50 | 63 | 100 | 80 | 80 | 80 | 80 | 80 | 80 |
| Palawan | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 57 | 59 | 71 | 78 | 72 | 97 | 100 | 80 | 67 | 87 | 71 | 79 | 73 | 96 | 92 | 92 |
| Cavite | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 61 | 50 | 73 | 70 | 62 | 48 | 72 | 83 | 71 | 100 | 85 | 100 | 80 | 100 | 96 | 100 |
| Zambales | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 49 | 56 | 58 | 59 | 46 | 61 | 63 | 68 | 79 | 68 | 79 | 77 | 50 | 82 | 57 | 57 |
| Abra | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 32 | 42 | 59 | 63 | 53 | 65 | 69 | 76 | 52 | 60 | 63 | 66 | 71 | 67 | 86 | 78 |
| Laguna | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 62 | 65 | 76 | 74 | 35 | 34 | 44 | 44 | 44 | 69 | 68 | 73 | 74 | 69 | 88 | 74 |
| Ilocos Sur | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 48 | 100 | 81 | 100 | 77 | 90 | 90 | 46 | 46 | 88 | 88 | 88 | 88 | 88 | 88 | 88 |
| C. L. A. S. | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 51 | 66 | 78 | 58 | 64 | 74 | 82 | 59 | 70 | 73 | 73 | 58 | 47 | 78 | 89 | 81 |
| Tayabas | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 54 | 70 | 75 | 85 | 38 | 28 | 44 | 73 | 75 | 68 | 54 | 72 | 70 | 80 | 100 | 87 |
| Tarlac | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 52 | 54 | 65 | 68 | 48 | 58 | 86 | 100 | 46 | 63 | 55 | 63 | 43 | 67 | 60 | 67 |
| Antique | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 49 | 58 | 58 | 65 | 43 | 47 | 53 | 55 | 51 | 55 | 69 | 71 | 64 | 50 | 90 | 100 |
| Pangasinan | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 55 | 67 | 88 | 100 | 39 | 71 | 71 | 71 | 64 | 50 | 90 | 100 | 88 | 90 | 93 | 100 |
| Mindoro | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 54 | 52 | 83 | 72 | 62 | 57 | 83 | 71 | 47 | 62 | 59 | 63 | 67 | 58 | 67 | 88 |
| Nueva Ecija | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 47 | 55 | 75 | 73 | 56 | 86 | 86 | 78 | 48 | 74 | 68 | 88 | 87 | 82 | 94 | 100 |
| Occidental Negros | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 54 | 52 | 66 | 69 | 63 | 69 | 82 | 86 | 55 | 76 | 64 | 76 | 88 | 79 | 89 | 88 |
| Pampanga | Male | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | 50 | 52 | 66 | 69 | 63 | 69 | 82 | 86 | 55 | 76 | 64 | 76 | 88 | 79 | 89 | 88 |

No. 6.—Promotions

A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1918-19.

| Division | From Grade I to Grade II | | | From Grade II to Grade III | | | From Grade III to Grade IV | | | From Grade IV to Grade V | | | From Grade V to Grade VI | | | From Grade VI to Grade VII | | |
|-------------------|--------------------------|-------------|-------|----------------------------|-------------|-------|----------------------------|-------------|-------|--------------------------|-------------|-------|--------------------------|-------------|-------|----------------------------|-------------|-------|
| | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total |
| Manila | 2,858 | 2,281 | 5,139 | 2,630 | 2,056 | 4,686 | 2,294 | 1,524 | 3,818 | 1,882 | 1,243 | 3,125 | 1,387 | 821 | 2,158 | 911 | 616 | 1,527 |
| Albay | 2,576 | 2,273 | 4,849 | 2,433 | 1,777 | 4,210 | 3,327 | 1,298 | 4,625 | 2,257 | 98 | 3,200 | 1,384 | 34 | 3,556 | 28 | 22 | 115 |
| Bohol | 2,049 | 1,629 | 3,678 | 1,565 | 1,211 | 2,776 | 1,031 | 718 | 1,749 | 685 | 338 | 1,083 | 385 | 232 | 617 | 211 | 136 | 347 |
| Antique | 916 | 686 | 1,602 | 749 | 533 | 1,282 | 570 | 333 | 903 | 338 | 186 | 536 | 151 | 90 | 241 | 86 | 39 | 125 |
| Bataan | 476 | 413 | 889 | 353 | 249 | 602 | 248 | 141 | 389 | 192 | 131 | 323 | 105 | 39 | 144 | 80 | 22 | 102 |
| Batanes | 102 | 76 | 178 | 101 | 57 | 158 | 60 | 35 | 95 | 39 | 11 | 50 | 32 | 13 | 45 | 18 | 1 | 19 |
| Batangas | 1,885 | 1,368 | 3,253 | 1,440 | 989 | 2,429 | 1,222 | 671 | 1,893 | 939 | 427 | 1,366 | 668 | 273 | 941 | 342 | 141 | 483 |
| Bohol | 2,115 | 1,952 | 4,067 | 1,772 | 1,559 | 3,331 | 1,088 | 902 | 2,000 | 638 | 450 | 1,088 | 391 | 133 | 524 | 275 | 110 | 385 |
| Bulacan | 2,547 | 1,901 | 4,448 | 1,842 | 1,183 | 3,025 | 1,201 | 602 | 1,803 | 793 | 402 | 1,195 | 599 | 231 | 830 | 440 | 213 | 653 |
| Cagayan | 2,232 | 1,764 | 3,996 | 1,308 | 873 | 2,181 | 726 | 629 | 1,355 | 467 | 321 | 788 | 326 | 178 | 504 | 221 | 115 | 336 |
| Camarines | 1,680 | 1,193 | 2,873 | 1,362 | 931 | 2,293 | 744 | 410 | 1,154 | 553 | 281 | 834 | 282 | 128 | 410 | 204 | 108 | 312 |
| Capiz | 2,367 | 1,738 | 4,105 | 1,743 | 1,239 | 3,032 | 1,064 | 695 | 1,759 | 691 | 444 | 1,135 | 422 | 249 | 671 | 251 | 171 | 422 |
| Carite | 1,575 | 1,435 | 3,010 | 1,302 | 1,076 | 2,278 | 717 | 523 | 1,240 | 486 | 312 | 798 | 313 | 152 | 465 | 204 | 148 | 352 |
| Cebu | 4,449 | 2,961 | 7,410 | 3,573 | 1,976 | 5,549 | 2,315 | 1,166 | 3,481 | 1,464 | 706 | 2,190 | 795 | 354 | 1,149 | 497 | 234 | 731 |
| C. L. A. S. | | | | | | | | | | | | | | | | 74 | 10 | 84 |
| Ilocos Norte | 1,657 | 1,239 | 2,896 | 1,519 | 1,145 | 2,664 | 973 | 682 | 1,655 | 741 | 492 | 1,233 | 638 | 348 | 986 | 437 | 241 | 678 |
| Ilocos Sur | 1,680 | 1,160 | 2,840 | 1,378 | 757 | 2,135 | 852 | 537 | 1,389 | 704 | 355 | 1,069 | 506 | 243 | 749 | 279 | 162 | 441 |
| Iloilo | 2,572 | 2,304 | 4,876 | 2,257 | 1,709 | 3,966 | 1,438 | 1,181 | 2,619 | 1,030 | 706 | 1,736 | 666 | 407 | 1,073 | 491 | 282 | 773 |
| Isabela | 1,583 | 1,387 | 2,970 | 1,245 | 466 | 1,711 | 515 | 263 | 1,186 | 365 | 180 | 525 | 163 | 88 | 251 | 110 | 40 | 150 |
| Laguna | 1,819 | 1,547 | 3,366 | 1,268 | 1,033 | 2,301 | 1,018 | 743 | 1,761 | 686 | 469 | 1,155 | 510 | 283 | 783 | 272 | 172 | 444 |
| Leyte | 2,904 | 2,864 | 5,768 | 2,031 | 1,896 | 3,927 | 1,137 | 942 | 2,079 | 658 | 489 | 1,147 | 397 | 267 | 664 | 279 | 184 | 463 |
| Mindoro | 2,553 | 436 | 2,989 | 988 | 279 | 1,267 | 269 | 186 | 455 | 197 | 103 | 300 | 101 | 41 | 142 | 84 | 36 | 120 |
| Misamis | 1,134 | 1,248 | 2,382 | 764 | 704 | 1,468 | 382 | 418 | 798 | 245 | 214 | 459 | 105 | 60 | 165 | 84 | 45 | 129 |
| Mountain | 1,192 | 404 | 1,596 | 747 | 229 | 976 | 517 | 153 | 670 | 303 | 107 | 410 | 109 | 39 | 148 | 77 | 35 | 112 |
| Nueva Ecija | 1,610 | 1,297 | 2,907 | 1,175 | 768 | 1,943 | 863 | 465 | 1,328 | 570 | 273 | 843 | 392 | 142 | 534 | 245 | 81 | 326 |
| Nueva Vizcaya | 220 | 165 | 385 | 113 | 319 | 439 | 177 | 113 | 290 | 96 | 69 | 165 | 36 | 44 | 80 | 26 | 22 | 48 |
| Occidental Negros | 1,740 | 1,583 | 3,323 | 1,541 | 1,277 | 2,818 | 1,230 | 981 | 2,211 | 651 | 407 | 1,058 | 472 | 265 | 737 | 350 | 165 | 515 |
| Oriental Negros | 1,545 | 1,397 | 2,942 | 982 | 601 | 1,583 | 586 | 417 | 1,003 | 325 | 240 | 525 | 222 | 127 | 349 | 115 | 53 | 168 |
| Palawan | 421 | 215 | 636 | 384 | 164 | 548 | 315 | 126 | 441 | 185 | 35 | 220 | 115 | 35 | 151 | 62 | 23 | 86 |
| Pampanga | 1,591 | 1,066 | 2,647 | 1,125 | 713 | 1,838 | 649 | 324 | 973 | 568 | 229 | 790 | 386 | 166 | 562 | 251 | 88 | 339 |
| Pangasinan | 3,365 | 2,727 | 6,092 | 2,570 | 1,846 | 4,416 | 2,050 | 1,195 | 3,245 | 1,624 | 839 | 2,463 | 1,023 | 459 | 1,482 | 647 | 277 | 924 |
| Rizal | 1,727 | 1,404 | 3,131 | 1,383 | 985 | 2,318 | 845 | 524 | 1,369 | 623 | 296 | 919 | 401 | 166 | 567 | 263 | 96 | 349 |

| | | | | | | | | | | | | | | | | | | |
|----------------------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|-------|-------|--------|
| Romblon..... | 483 | 345 | 828 | 352 | 274 | 626 | 281 | 180 | 461 | 223 | 111 | 334 | 140 | 85 | 225 | 85 | 50 | 135 |
| Samar..... | 2,657 | 2,210 | 4,967 | 1,532 | 1,141 | 2,573 | 751 | 466 | 1,217 | 510 | 240 | 750 | 235 | 99 | 334 | 196 | 81 | 287 |
| Sorsogon..... | 1,752 | 1,293 | 3,045 | 982 | 732 | 1,714 | 510 | 351 | 861 | 313 | 187 | 500 | 180 | 77 | 257 | 137 | 53 | 190 |
| Surigao..... | 590 | 622 | 1,212 | 396 | 319 | 715 | 170 | 150 | 320 | 91 | 60 | 151 | 77 | 41 | 118 | 29 | 21 | 50 |
| Tarlac..... | 1,416 | 1,135 | 2,551 | 1,149 | 753 | 1,902 | 823 | 385 | 1,208 | 623 | 261 | 884 | 391 | 133 | 524 | 277 | 96 | 373 |
| Tayabas..... | 2,065 | 1,630 | 3,695 | 1,799 | 1,360 | 3,159 | 1,318 | 858 | 2,176 | 990 | 556 | 1,546 | 587 | 290 | 877 | 348 | 176 | 524 |
| Union..... | 1,484 | 895 | 2,379 | 1,296 | 757 | 2,053 | 984 | 464 | 1,448 | 989 | 441 | 1,430 | 731 | 285 | 1,016 | 444 | 183 | 627 |
| Zambales..... | 1,227 | 991 | 2,218 | 793 | 643 | 1,436 | 600 | 341 | 941 | 347 | 263 | 610 | 338 | 154 | 492 | 222 | 99 | 321 |
| Normal School..... | 40 | 27 | 67 | 33 | 30 | 63 | 42 | 20 | 62 | 42 | 28 | 70 | 53 | 20 | 73 | 55 | 42 | 97 |
| Trade School..... | | | | | | | | | | | | | 60 | | 60 | 76 | | 76 |
| Nautical School..... | | | | | | | | | | | | | | | | | | |
| Total..... | 64,055 | 50,472 | 114,527 | 48,968 | 34,934 | 83,902 | 32,912 | 20,940 | 53,852 | 23,113 | 13,000 | 36,113 | 15,024 | 7,305 | 22,329 | 9,828 | 4,889 | 14,717 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | |
| Agusan..... | 361 | 256 | 617 | 276 | 183 | 459 | 139 | 115 | 254 | 72 | 36 | 108 | 46 | 26 | 72 | 19 | 15 | 34 |
| Bukidnon..... | 761 | 379 | 1,140 | 214 | 117 | 331 | 167 | 64 | 231 | 75 | 43 | 118 | 27 | 2 | 29 | 14 | | 14 |
| Cotabato..... | 375 | 117 | 492 | 202 | 48 | 250 | 120 | 44 | 164 | 52 | 10 | 62 | 13 | 4 | 17 | | | |
| Davao..... | 513 | 292 | 905 | 349 | 123 | 472 | 201 | 67 | 268 | 98 | 27 | 125 | 22 | 7 | 29 | 1 | 1 | 2 |
| Lanao..... | 555 | 120 | 675 | 142 | 96 | 178 | 80 | 38 | 118 | 42 | 9 | 51 | 15 | 14 | 29 | 14 | 7 | 21 |
| Sulu..... | 785 | 106 | 891 | 382 | 28 | 410 | 145 | 18 | 163 | 53 | 14 | 57 | 19 | 13 | 32 | | | |
| Zamboanga..... | 985 | 535 | 1,520 | 427 | 178 | 606 | 222 | 79 | 301 | 160 | 55 | 215 | 70 | 29 | 99 | 49 | 12 | 61 |
| Grand total..... | 68,490 | 52,277 | 120,767 | 50,960 | 35,647 | 86,607 | 33,965 | 21,365 | 55,351 | 23,665 | 13,194 | 36,859 | 15,235 | 7,400 | 22,635 | 9,925 | 4,924 | 14,849 |

¹ Central Luzon Agricultural School.

No. 6.—Promotions—Continued

| Division | From Grade VII to First Year | | | From First to Second Year | | | From Second to Third Year | | | From Third to Fourth Year | | | Over Fourth Year | | | Grand Total | | |
|-----------------------|------------------------------|-------------|-------|---------------------------|-------------|-------|---------------------------|-------------|-------|---------------------------|-------------|-------|------------------|-------------|-------|-------------|--------|--------|
| | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Fe- male | Total | Male | Female | Total |
| Manila..... | 625 | 359 | 984 | 355 | 96 | 451 | 198 | 61 | 259 | 172 | 55 | 227 | 154 | 24 | 178 | 13,416 | 9,136 | 22,552 |
| Abra..... | 83 | 26 | 109 | 34 | 20 | 54 | 15 | 11 | 26 | 12 | 5 | 17 | 19 | 4 | 23 | 1,909 | 784 | 2,693 |
| Albay..... | 138 | 97 | 235 | 53 | 26 | 79 | 30 | 5 | 35 | 14 | 5 | 19 | 21 | 4 | 25 | 6,182 | 4,461 | 10,643 |
| Antique..... | 90 | 39 | 129 | 46 | 13 | 59 | 22 | 5 | 27 | 12 | 2 | 14 | 22 | 4 | 26 | 2,980 | 1,969 | 4,949 |
| Bataan..... | 68 | 15 | 83 | 52 | 5 | 57 | 19 | 2 | 21 | 18 | 4 | 22 | 22 | 4 | 26 | 1,611 | 1,021 | 2,632 |
| Batanes..... | 9 | 4 | 13 | 11 | 11 | 22 | 43 | 13 | 56 | 26 | 7 | 33 | 26 | 1 | 27 | 372 | 197 | 569 |
| Batangas..... | 311 | 108 | 419 | 74 | 21 | 95 | 43 | 13 | 56 | 26 | 7 | 33 | 26 | 1 | 27 | 6,976 | 4,019 | 10,995 |
| Bohol..... | 227 | 100 | 327 | 88 | 51 | 139 | 41 | 4 | 45 | 12 | 3 | 15 | 15 | 4 | 19 | 6,657 | 5,264 | 11,921 |
| Bulacan..... | 311 | 145 | 456 | 84 | 25 | 79 | 36 | 9 | 45 | 28 | 6 | 34 | 26 | 8 | 34 | 7,877 | 4,725 | 12,602 |
| Cagayan..... | 144 | 82 | 226 | 17 | 21 | 38 | 24 | 4 | 28 | 16 | 3 | 19 | 14 | 14 | 28 | 5,495 | 3,990 | 9,485 |
| Camarines..... | 120 | 68 | 188 | 74 | 25 | 99 | 35 | 10 | 45 | 24 | 2 | 26 | 24 | 2 | 26 | 5,102 | 3,158 | 8,260 |
| Capiz..... | 208 | 99 | 307 | 56 | 26 | 82 | 33 | 11 | 44 | 21 | 6 | 27 | 16 | 7 | 23 | 6,872 | 4,790 | 11,662 |
| Cavite..... | 135 | 92 | 227 | 64 | 20 | 84 | 40 | 12 | 52 | 24 | 6 | 30 | 27 | 7 | 34 | 4,886 | 3,570 | 8,506 |
| Cebu..... | 473 | 163 | 636 | 176 | 60 | 236 | 116 | 26 | 142 | 83 | 21 | 104 | 37 | 10 | 47 | 13,968 | 7,877 | 21,675 |
| C. L. A. S. 1..... | 111 | | 111 | 215 | 2 | 217 | 63 | | 63 | | | | | | | 5,526 | 25 | 5,551 |
| Ilocos Norte..... | 309 | 138 | 447 | 195 | 107 | 302 | 117 | 25 | 142 | 50 | 11 | 61 | 34 | 6 | 40 | 6,670 | 4,494 | 11,164 |
| Ilocos Sur..... | 217 | 105 | 322 | 164 | 74 | 238 | 85 | 34 | 119 | 78 | 12 | 90 | 59 | 4 | 63 | 6,002 | 3,443 | 9,445 |
| Iloilo..... | 502 | 209 | 711 | 225 | 99 | 324 | 113 | 37 | 150 | 119 | 29 | 148 | 61 | 10 | 71 | 9,474 | 6,973 | 16,447 |
| Isabela..... | 69 | 28 | 97 | 25 | 4 | 29 | 13 | 2 | 15 | 7 | 2 | 9 | 9 | 1 | 10 | 2,796 | 1,636 | 4,432 |
| Laguna..... | 265 | 125 | 390 | 55 | 32 | 87 | 49 | 21 | 70 | 29 | 11 | 40 | 36 | 8 | 44 | 6,007 | 4,444 | 10,451 |
| Levite..... | 190 | 111 | 301 | 80 | 20 | 100 | 38 | 6 | 44 | 32 | 4 | 36 | 28 | 4 | 32 | 7,774 | 6,787 | 14,561 |
| Mindoro..... | 40 | 10 | 50 | 21 | 2 | 23 | 11 | 1 | 12 | 6 | 1 | 7 | 6 | 1 | 7 | 1,553 | 1,098 | 2,746 |
| Misamis..... | 60 | 28 | 88 | 12 | 2 | 14 | 9 | 3 | 12 | 5 | 1 | 6 | 5 | 1 | 6 | 2,795 | 2,720 | 5,515 |
| Mountain..... | 65 | 22 | 87 | 26 | 11 | 37 | 13 | 2 | 15 | 7 | 2 | 9 | 9 | 1 | 10 | 3,051 | 1,002 | 4,053 |
| Nueva Ecija..... | 184 | 77 | 261 | 40 | 14 | 54 | 26 | 5 | 31 | 32 | 5 | 37 | 25 | 3 | 28 | 5,162 | 3,130 | 8,292 |
| Nueva Vizcaya..... | 14 | 25 | 39 | 29 | 27 | 56 | 16 | 5 | 21 | 9 | 1 | 10 | 9 | 1 | 10 | 829 | 583 | 1,412 |
| Ocidental Negros..... | 227 | 128 | 355 | 40 | 22 | 62 | 40 | 14 | 54 | 26 | 9 | 35 | 26 | 4 | 30 | 6,343 | 4,825 | 11,168 |
| Oriental Negros..... | 101 | 64 | 165 | 37 | 19 | 56 | 12 | 3 | 15 | 6 | 1 | 7 | 6 | 1 | 7 | 3,925 | 3,084 | 7,009 |
| Palawan..... | 55 | 4 | 59 | 13 | 1 | 14 | 5 | 1 | 6 | 3 | 1 | 4 | 3 | 1 | 4 | 1,555 | 1,605 | 3,160 |
| Pampanga..... | 243 | 85 | 328 | 75 | 22 | 97 | 67 | 13 | 80 | 36 | 9 | 45 | 33 | 3 | 36 | 5,024 | 2,701 | 7,725 |
| Pangasinan..... | 481 | 204 | 685 | 198 | 94 | 292 | 108 | 22 | 130 | 97 | 13 | 110 | 75 | 9 | 84 | 12,238 | 7,685 | 19,923 |
| Rizal..... | 228 | 101 | 329 | 103 | 30 | 133 | 40 | 11 | 51 | 13 | 2 | 15 | 16 | 2 | 18 | 5,632 | 3,657 | 9,199 |
| Romblon..... | 66 | 39 | 105 | 11 | 7 | 18 | 20 | 4 | 24 | 13 | 1 | 14 | 13 | 1 | 14 | 1,661 | 1,095 | 2,756 |
| Samar..... | 129 | 37 | 166 | 22 | 4 | 26 | 13 | 1 | 14 | 6 | 1 | 7 | 6 | 1 | 7 | 6,085 | 4,278 | 10,313 |
| Sarangani..... | 106 | 33 | 139 | 47 | 18 | 65 | 26 | 3 | 29 | 22 | 3 | 25 | 25 | 3 | 28 | 4,075 | 2,760 | 6,825 |

| | | | | | | | | | | | | | | | | | | |
|----------------------|-------|-------|--------|-------|-------|-------|-------|-----|-------|-------|-----|-------|-------|-----|-------|---------|---------|---------|
| Surigao..... | 46 | 14 | 60 | 9 | 39 | 160 | 67 | 12 | 79 | 43 | 8 | 51 | 39 | 2 | 41 | 1,408 | 1,227 | 2,635 |
| Tarlac..... | 242 | 51 | 293 | 121 | 39 | 118 | 60 | 14 | 74 | 56 | 10 | 65 | 32 | 4 | 36 | 5,191 | 2,875 | 8,066 |
| Tayabas..... | 272 | 120 | 392 | 79 | 39 | 118 | 60 | 14 | 74 | 56 | 10 | 65 | 32 | 4 | 36 | 7,606 | 5,067 | 12,672 |
| Union..... | 310 | 129 | 439 | 94 | 31 | 125 | 49 | 11 | 60 | 28 | 1 | 29 | 25 | 2 | 27 | 6,434 | 3,199 | 9,633 |
| Zambales..... | 166 | 59 | 225 | 49 | 12 | 61 | 40 | 4 | 44 | 24 | 1 | 25 | 23 | 1 | 24 | 3,829 | 2,568 | 6,397 |
| Normal School..... | 40 | 41 | 81 | 3 | 15 | 18 | 52 | 54 | 106 | 60 | 64 | 124 | 163 | 88 | 246 | 583 | 424 | 1,007 |
| Trade School..... | 52 | 52 | 88 | 88 | 88 | 55 | 55 | 55 | 55 | 30 | 30 | 30 | 11 | 11 | 11 | 372 | 372 | 372 |
| Nautical School..... | | | | | | | | | | | | | | | | | | |
| Total..... | 7,732 | 3,447 | 11,179 | 3,232 | 1,156 | 4,388 | 1,848 | 479 | 2,327 | 1,216 | 308 | 1,524 | 1,004 | 201 | 1,205 | 218,832 | 137,131 | 346,963 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | |
| Agusan..... | 33 | 8 | 41 | | | | | | | | | | | | | 946 | 639 | 1,585 |
| Bukidnon..... | 12 | 1 | 13 | | | | | | | | | | | | | 1,270 | 696 | 1,966 |
| Cotabato..... | | | | | | | | | | | | | | | | 762 | 223 | 985 |
| Davao..... | | | | | | | | | | | | | | | | 1,284 | 517 | 1,801 |
| Lanao..... | 10 | 5 | 15 | | | | | | | | | | | | | 858 | 229 | 1,087 |
| Sulu..... | | | | | | | | | | | | | | | | 1,384 | 179 | 1,563 |
| Zamboanga..... | 49 | 7 | 56 | 10 | 2 | 12 | 10 | 4 | 14 | | | | | | | 1,962 | 901 | 2,863 |
| Grand total..... | 7,836 | 3,468 | 11,304 | 3,242 | 1,158 | 4,400 | 1,858 | 483 | 2,341 | 1,216 | 308 | 1,524 | 1,004 | 201 | 1,206 | 217,418 | 140,425 | 357,843 |

1 Central Luzon Agricultural School.

When the figures in Table No. 6 are compared with corresponding figures for 1917-18, the following increases in the number of pupils promoted from each grade are shown:

| | Primary | | | | | Intermediate | | | | Secondary | | | |
|--------------------------------|---------|-------|-------|-------|-------|--------------|-----|-----|-----|-----------|-----|--|--|
| | Grade. | | | | | Grade | | | | Year | | | |
| | I | II | III | IV | V | VI | VII | Ist | 2nd | 3rd | 4th | | |
| Number of pupils promoted..... | 3,424 | 1,325 | 2,408 | 3,642 | 2,091 | 1,204 | 924 | 818 | 125 | 152 | 128 | | |
| Percentage of increase..... | 3* | 2 | 5 | 11 | 11 | 9 | 9 | 18 | 6 | 11 | 12 | | |

* Decrease.

The small decrease in the number of promotions from Grade I to Grade II is caused by the decrease in the number of pupils in Grade I, due primarily to increased efficiency in school work which has resulted in a larger proportion of primary pupils in grades above Grade I. Taking into consideration the changes in enrolment, these figures indicate increased efficiency in the elementary grades and no improvement in efficiency in the secondary classes.

No. 7.—The Average Number of Pupils per Teacher, Based on the Monthly Enrolment for September, 1919

| Division | Primary | | | Intermediate | | | Secondary | | | Total | |
|------------------------|------------------|--------------------|------------------------------|------------------|--------------------|------------------------------|------------------|--------------------|------------------------------|--------------------|------------------------------|
| | Number of Pupils | Number of Teachers | Number of Pupils per Teacher | Number of Pupils | Number of Teachers | Number of Pupils per Teacher | Number of Pupils | Number of Teachers | Number of Pupils per Teacher | Number of Teachers | Number of Pupils per Teacher |
| Manila..... | 23,122 | 557 | 41 | 7,154 | 207 | 35 | 2,176 | 49 | 44 | 32,452 | 823 |
| Albay..... | 4,880 | 108 | 45 | 666 | 23 | 28 | 154 | 4 | 39 | 5,650 | 135 |
| Albay..... | 14,484 | 265 | 41 | 1,786 | 63 | 28 | 253 | 8 | 32 | 16,473 | 426 |
| Antique..... | 9,753 | 213 | 46 | 1,255 | 44 | 28 | 172 | 5 | 34 | 11,162 | 268 |
| Bataan..... | 3,736 | 88 | 42 | 610 | 22 | 28 | 158 | 4 | 40 | 4,504 | 114 |
| Batanes..... | 985 | 28 | 35 | 160 | 6 | 27 | 8 | 1 | 8 | 1,153 | 35 |
| Batangas..... | 14,658 | 329 | 45 | 2,831 | 109 | 26 | 316 | 5 | 35 | 17,805 | 447 |
| Bohol..... | 21,772 | 492 | 44 | 2,395 | 193 | 23 | 333 | 8 | 42 | 24,500 | 603 |
| Bulacan..... | 18,845 | 336 | 56 | 2,721 | 90 | 30 | 321 | 6 | 40 | 21,867 | 434 |
| Cagayan..... | 16,008 | 302 | 53 | 1,952 | 68 | 29 | 248 | 7 | 36 | 18,208 | 377 |
| Camarines..... | 11,585 | 294 | 39 | 1,342 | 54 | 25 | 235 | 7 | 34 | 13,163 | 355 |
| Capiz..... | 16,587 | 407 | 41 | 2,202 | 94 | 23 | 292 | 9 | 23 | 18,491 | 510 |
| Cavite..... | 12,583 | 275 | 46 | 1,679 | 54 | 31 | 237 | 6 | 40 | 14,499 | 335 |
| Cebu..... | 34,019 | 750 | 45 | 4,213 | 159 | 26 | 850 | 19 | 43 | 39,062 | 928 |
| C. L. A. S. I..... | | | | 182 | 2 | 91 | 491 | 10 | 49 | 673 | 12 |
| Ilocos Norte..... | 16,650 | 401 | 41 | 3,253 | 103 | 32 | 985 | 24 | 41 | 20,898 | 528 |
| Ilocos Sur..... | 17,000 | 323 | 53 | 2,543 | 86 | 30 | 756 | 20 | 38 | 20,259 | 429 |
| Iloilo..... | 31,239 | 675 | 46 | 4,389 | 159 | 28 | 1,172 | 38 | 31 | 36,500 | 872 |
| Isabela..... | 9,443 | 185 | 51 | 1,000 | 32 | 31 | 118 | 4 | 30 | 10,561 | 221 |
| Laguna..... | 16,980 | 364 | 47 | 2,619 | 114 | 20 | 381 | 12 | 32 | 19,960 | 490 |
| Levite..... | 33,413 | 696 | 48 | 2,963 | 143 | 21 | 284 | 9 | 32 | 36,690 | 848 |
| Mindoro..... | 3,960 | 102 | 39 | 564 | 31 | 18 | 32 | 2 | 16 | 4,546 | 135 |
| Misamis..... | 13,287 | 251 | 53 | 783 | 24 | 33 | 55 | 4 | 14 | 14,125 | 279 |
| Mountain..... | 9,107 | 266 | 34 | 641 | 27 | 24 | 131 | 9 | 15 | 9,879 | 302 |
| Nueva Ecija..... | 17,454 | 381 | 46 | 1,784 | 62 | 29 | 252 | 7 | 36 | 19,490 | 460 |
| Nueva Vizcaya..... | 2,368 | 76 | 31 | 464 | 21 | 22 | 96 | 6 | 16 | 2,928 | 108 |
| Occidental Negros..... | 20,793 | 441 | 47 | 2,974 | 118 | 26 | 297 | 8 | 38 | 24,054 | 567 |
| Oriental Negros..... | 11,602 | 286 | 41 | 1,248 | 65 | 19 | 143 | 5 | 29 | 12,993 | 356 |
| Palawan..... | 3,201 | 79 | 41 | 510 | 17 | 30 | 61 | 2 | 30 | 3,772 | 98 |
| Pampanga..... | 12,345 | 285 | 43 | 1,897 | 78 | 24 | 374 | 9 | 41 | 14,615 | 372 |
| Pangasinan..... | 40,806 | 816 | 50 | 5,761 | 237 | 25 | 975 | 27 | 36 | 47,542 | 1,080 |
| Rizal..... | 13,494 | 283 | 48 | 1,813 | 61 | 30 | 320 | 9 | 36 | 15,617 | 353 |

| | | | | | | | | | | | | |
|-----------------------------|---------|--------|-----|--------|-------|-----|--------|-----|-----|---------|--------|----|
| Romblon..... | 3,692 | 116 | 32 | 637 | 35 | 18 | 90 | 3 | 27 | 4,409 | 154 | 28 |
| Samar..... | 17,517 | 388 | 44 | 1,500 | 60 | 25 | 62 | 3 | 21 | 19,079 | 451 | 42 |
| Sorsogon..... | 12,716 | 272 | 47 | 905 | 37 | 25 | 165 | 7 | 24 | 13,786 | 316 | 43 |
| Surigao..... | 9,085 | 192 | 47 | 450 | 21 | 21 | 56 | 2 | 28 | 9,591 | 215 | 45 |
| Tarlac..... | 13,311 | 288 | 46 | 1,890 | 63 | 30 | 462 | 17 | 27 | 15,653 | 368 | 43 |
| Tayabas..... | 23,149 | 618 | 45 | 3,232 | 135 | 24 | 395 | 15 | 26 | 26,776 | 688 | 40 |
| Union..... | 13,583 | 323 | 42 | 3,285 | 114 | 30 | 483 | 11 | 46 | 17,332 | 448 | 39 |
| Zambales..... | 8,707 | 169 | 52 | 1,247 | 36 | 35 | 215 | 7 | 31 | 10,169 | 212 | 48 |
| Normal School | 225 | --- | --- | 283 | --- | --- | 477 | 49 | 10 | 985 | 49 | 30 |
| Trade School | --- | --- | --- | 273 | 22 | 12 | 352 | 7 | 50 | 625 | 23 | 22 |
| Nautical School | --- | --- | --- | --- | --- | --- | 62 | 3 | 21 | 62 | 3 | 21 |
| Total..... | 578,006 | 12,726 | 45 | 80,067 | 2,999 | 27 | 15,396 | 473 | 33 | 678,469 | 16,198 | 42 |
| Mindanao and Sulu: | | | | | | | | | | | | |
| Agusan..... | 5,959 | 128 | 47 | 285 | 11 | 21 | 29 | 1 | 29 | 6,223 | 140 | 45 |
| Bukidnon ² | 4,849 | 90 | 54 | 82 | 4 | 21 | --- | --- | --- | 4,931 | 94 | 52 |
| Cotabato..... | 2,904 | 117 | 25 | 99 | 6 | 17 | --- | --- | --- | 3,003 | 123 | 24 |
| Davao..... | 6,068 | 162 | 33 | 134 | 9 | 15 | --- | --- | --- | 6,202 | 191 | 33 |
| Lanao..... | 3,479 | 99 | 35 | 111 | 5 | 22 | --- | --- | --- | 3,590 | 104 | 35 |
| Sulu..... | 5,365 | 106 | 51 | 135 | 7 | 19 | --- | --- | --- | 5,501 | 112 | 49 |
| Zamboanga..... | 5,873 | 175 | 34 | 471 | 18 | 26 | 51 | 4 | 13 | 6,396 | 197 | 32 |
| Grand total..... | 612,503 | 13,622 | 45 | 81,335 | 3,069 | 27 | 15,476 | 478 | 32 | 709,314 | 17,159 | 41 |

¹ Central Luzon Agricultural School. ² Grade II pupils were on vacation during August and September, 1919; therefore, October, 1919, enrolment is given.

When compared with the figures for September, 1918, the figures for September, 1919, show that the average number of pupils per teacher in the primary grades had decreased by 3; and in high-school classes, by 5. In the intermediate grades the average remained the same.

While in general an improvement is being effected in the average number of pupils per teacher, the number in several provinces is yet too large. This is especially true in the primary grades. In the intermediate grades the average number of pupils per teacher is fairly satisfactory, whereas in some of the high schools the number is much too large.

No. 8.—*Classification of Teachers*

A table showing, by divisions and for the Islands, the number of American, Insular, provincial, and municipal teachers on duty at the close of the school year 1918-19.

| Division | American | | | | | | | | | | | | | |
|-------------------|----------|------|--------------|------|-----------|------|---------------------|------|-----------------------|------|-------------|------|--------|------|
| | Primary | | Intermediate | | Secondary | | Academic Supervisor | | Industrial Supervisor | | Supervising | | Total | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| Manila | 9 | 1 | 7 | 3 | 26 | | | | | | | | | |
| Albay | | | | 4 | 3 | | | 1 | 1 | | 1 | 1 | 4 | 44 |
| Antique | | | | | | | | | | | | | 6 | 3 |
| Bataan | | | | | | | | | | | | | | |
| Batanes | | | | | | | | | | | | | | |
| Batangas | | | 1 | | 4 | | | | 1 | | | | 2 | 5 |
| Bohol | | | | | 3 | | | | 1 | | | | 2 | 3 |
| Bulacan | | | | | 4 | | | | | | | | 2 | 4 |
| Cagayan | | 1 | | | | 1 | | | | | 1 | | 2 | 2 |
| Camarines | | | | | 3 | | | | 1 | | 2 | | 5 | 3 |
| Capiz | | | | 3 | 4 | 1 | | | | | | | 4 | 4 |
| Cavite | 1 | | 2 | | 2 | | | | | 1 | | | 1 | 5 |
| Cebu | | | | 5 | 8 | 1 | | | 1 | | | | 7 | 8 |
| C. L. A. S. 1 | | | 1 | 5 | 1 | | | | | 1 | | | 6 | 2 |
| Ilocos Norte | | | | 4 | 6 | | | | | | | | 4 | 6 |
| Ilocos Sur | | | 1 | 5 | 2 | | | | | | 1 | | 6 | 3 |
| Iloilo | | 1 | 1 | 2 | 9 | 1 | | | 1 | | 1 | | 6 | 10 |
| Isabela | | 1 | | 3 | | | | | | 1 | | | 5 | 6 |
| Laguna | | | | 1 | 6 | | | | | | | | 3 | 6 |
| Leyte | | | | 4 | 5 | 1 | | | 1 | | 4 | | 10 | 5 |
| 16 | | | | | | | | | | | | | | 15 |
| Mindoro | | | | | | | | | | | | | | |
| Misamis | | | | 1 | | | | | | 4 | | | 5 | |
| Mountain | | 2 | 1 | | 2 | | | | | 1 | | | 3 | 3 |
| Nueva Ecija | | | 2 | 1 | 2 | | | | | | | | 1 | 4 |
| Nueva Vizcaya | | | | 3 | | | | | | | | | 3 | 3 |
| Occidental Negros | | | | 3 | 3 | 1 | | | 1 | | 1 | | 6 | 3 |
| Oriental Negros | | | 2 | 1 | 3 | 1 | | | 1 | | | | 3 | 5 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|-----|----|-----|-----|----|----|----|---|----|----|-----|----|-------|-----|-------|----|----|----|----|----|---|-----|-----|-----|-----|
| Rizal | 6 | 1 | 11 | 5 | 1 | 1 | 1 | 1 | 5 | 25 | 7 | 32 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | |
| Romblon | 1 | 5 | 2 | 1 | 1 | 1 | 1 | 1 | 5 | 13 | 4 | 17 | 2 | 1 | 9 | 2 | 11 | 2 | 13 | | | | | | |
| Samar | 14 | 8 | 19 | 5 | 5 | 5 | 5 | 5 | 4 | 38 | 13 | 51 | 7 | 1 | 1 | 7 | 7 | 1 | 8 | | | | | | |
| Sorsogon | 3 | 7 | 6 | 2 | 1 | 1 | 1 | 1 | 5 | 19 | 7 | 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | |
| Surigao | 7 | 1 | 8 | 3 | 3 | 3 | 3 | 3 | 7 | 22 | 4 | 26 | 10 | 1 | 1 | 10 | 10 | 10 | 10 | | | | | | |
| Tarlac | 7 | 1 | 5 | 2 | 5 | 1 | 1 | 1 | 8 | 26 | 4 | 30 | 2 | 4 | 1 | 1 | 7 | 1 | 8 | | | | | | |
| Tayabas | 9 | 2 | 14 | 4 | 3 | 2 | 1 | 1 | 9 | 37 | 9 | 46 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | |
| Union | 9 | 2 | 13 | 1 | 3 | 1 | 1 | 1 | 6 | 33 | 5 | 38 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | |
| Zambales | 7 | 3 | 6 | 2 | 4 | 1 | 1 | 1 | 6 | 24 | 3 | 27 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | | | | | | |
| Normal School | | | | | | | | | | 10 | 14 | 24 | | | | | | | | | | | | | |
| Trade School | | | 22 | | 1 | | | | | 23 | | 23 | | | | | | | | | | | | | |
| Nautical School | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Office | | | | | | | | | | 10 | 25 | 35 | | | | | | | | | | | | | |
| Total | 189 | 41 | 478 | 175 | 95 | 58 | 10 | 2 | 42 | 37 | 269 | 1 | 1,083 | 314 | 1,397 | 83 | 10 | 56 | 21 | 10 | 2 | 149 | 33 | 182 | |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agusan | | | | | | | | | | | | | | | 1 | 2 | 1 | | | | | 3 | 1 | 4 | |
| Bukidnon | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cotabato | | | 1 | | | | | | 1 | | 1 | | | | 3 | | | | | | | | | | |
| Davao | | | | | | | | | | | | | | | 1 | 1 | 4 | | | | 1 | 6 | 1 | 7 | |
| Lanao | | | | | | | | | | | | | | | 1 | | | | | | | 1 | 1 | 1 | |
| Sulu | | | | | | | | | | | | | | | | | | | | | | | | | |
| Zamboanga | | | | | | | | | | | 2 | | 2 | | 1 | 4 | 4 | 2 | | | | 4 | 6 | 10 | |
| Grand total | 189 | 41 | 479 | 175 | 96 | 58 | 10 | 2 | 43 | 37 | 272 | 1 | 1,088 | 314 | 1,402 | 86 | 12 | 66 | 26 | 10 | 4 | 1 | 163 | 42 | 206 |

¹ Central Luzon Agricultural School.

| | | | | | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|--------|
| Rizal..... | 107 | 135 | 22 | 5 | ..... | 129 | 140 | 269 | 159 | 151 | 310 |
| Rambon..... | 72 | 36 | 7 | 2 | ..... | 79 | 38 | 117 | 104 | 44 | 148 |
| Sarangani..... | 196 | 96 | 13 | 8 | ..... | 211 | 104 | 315 | 263 | 120 | 383 |
| Sorsogon..... | 143 | 77 | 10 | 2 | ..... | 153 | 79 | 232 | 179 | 88 | 267 |
| Surigao..... | 84 | 45 | 5 | 2 | ..... | 89 | 47 | 136 | 124 | 52 | 176 |
| Tarlac..... | 159 | 69 | 28 | 13 | ..... | 188 | 82 | 270 | 222 | 92 | 314 |
| Tayabas..... | 245 | 143 | 57 | 20 | ..... | 302 | 164 | 466 | 344 | 175 | 519 |
| Union..... | 150 | 79 | 52 | 20 | ..... | 202 | 99 | 301 | 240 | 106 | 346 |
| Zambales..... | 82 | 76 | 16 | 5 | ..... | 99 | 81 | 180 | 127 | 85 | 212 |
| Normal School..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14 | 37 | 51 |
| Trade School..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25 | 3 | 28 |
| Nautical School..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 28 | 43 |
| General Office..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total..... | 6,063 | 4,045 | 1,089 | 494 | ..... | 1 | 6 | 11,713 | 8,568 | 5,065 | 13,643 |
| Mindanao and Sulu: | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Agusan..... | 68 | 16 | 5 | 2 | ..... | 76 | 18 | 94 | 83 | 19 | 102 |
| Bukidnon..... | 56 | 20 | 3 | 1 | ..... | 62 | 21 | 83 | 64 | 21 | 85 |
| Cotabato..... | 76 | 13 | 3 | ..... | ..... | 80 | 13 | 93 | 87 | 13 | 100 |
| Davao..... | 119 | 16 | 1 | ..... | ..... | 125 | 16 | 141 | 134 | 17 | 151 |
| Lanao..... | 66 | 13 | 3 | 1 | ..... | 73 | 14 | 87 | 77 | 14 | 91 |
| Sulu..... | 78 | 15 | 3 | 1 | ..... | 81 | 16 | 97 | 84 | 17 | 101 |
| Zamboanga..... | 101 | 28 | 6 | 5 | ..... | 111 | 33 | 144 | 120 | 40 | 160 |
| Grand total..... | 6,627 | 4,166 | 1,113 | 504 | ..... | 7,770 | 4,682 | 12,452 | 9,207 | 5,226 | 14,438 |

¹ Central Luzon Agricultural School.

The number of teachers on duty in March, 1919, was greater than the number of teachers on duty in March, 1918, by 1,206. The number of American teachers decreased by 32, the number of Filipino Insular teachers increased by 32, and the number of municipal teachers increased by 1,114.

Changes in the assignment of American and of Filipino teachers indicate that the time is fast coming when all elementary instruction, except in a few schools of a special type, will be in the hands of Filipino teachers. The number of Filipino teachers (of all classes) assigned to elementary schools in March, 1919, was 1,389 greater than in March, 1918. In March, 1919, almost two thirds of the Filipino Insular teachers were assigned to elementary schools.

In March, 1919, 20 more American teachers and 48 more Filipino Insular teachers were assigned to secondary schools than in March, 1918.

The number of American supervising teachers decreased by 15, whereas the number of Filipino supervising teachers increased by 40.

No. 9.—*Attainments of Filipino Teachers*

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1918-19.

| Division | Attainments | | | | | | | | | | Examinations | | | |
|---|------------------|-----------------------------|------------|-------------|------------|-------------|-----------------------|--|------------------------------------|-------------------------------------|-------------------------|--------------------|------------------------|-------------------------|
| | Under First Year | Percentage under First Year | First Year | Second Year | Third Year | Fourth Year | High-School Graduates | Philippine School of Arts and Trades Graduates | Philippine Normal School Graduates | A. B. University of the Philippines | High-School Certificate | B. S. in Education | U. S. Normal Graduates | Bachelor's Degree U. S. |
| Abra | | | 27 | 47 | 17 | 1 | 8 | ..... | 4 | 2 | ..... | ..... | 1 | ..... |
| Bataan | | | 63 | 11 | 3 | ..... | 1 | 1 | 1 | 7 | 1 | ..... | 1 | ..... |
| Bohol | | | 392 | 52 | 23 | 14 | 13 | 2 | 11 | 1 | ..... | ..... | 1 | ..... |
| Bulacan | | | 253 | 65 | 12 | ..... | 24 | 19 | 19 | 3 | ..... | ..... | 8 | ..... |
| C. L. A. S. 1 | | | 2 | 3 | ..... | ..... | 2 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Ilocos Sur | | | 153 | 73 | 36 | 3 | 46 | ..... | 14 | 2 | 1 | 1 | 2 | ..... |
| Laguna | | | 291 | 41 | 22 | 1 | 24 | 1 | 17 | ..... | ..... | ..... | 2 | ..... |
| Leyte | | | 399 | 193 | 36 | 7 | 10 | 5 | 12 | 3 | ..... | ..... | 1 | ..... |
| Tarlac | | | 171 | 67 | 17 | 5 | 35 | ..... | 12 | 1 | ..... | ..... | 3 | ..... |
| Zambales | | | 128 | 32 | 13 | 6 | 7 | 2 | 13 | 3 | ..... | ..... | 2 | ..... |
| Batangas | | | 314 | 38 | 13 | 6 | 17 | ..... | 10 | 2 | ..... | ..... | ..... | ..... |
| Union | | | 178 | 72 | 32 | 15 | 21 | ..... | 19 | 2 | ..... | ..... | 4 | ..... |
| Cebu | | | 549 | 75 | 23 | 7 | 21 | ..... | 12 | 1 | ..... | ..... | 3 | ..... |
| Capayan | | | 175 | 60 | 10 | 3 | 34 | ..... | 8 | ..... | ..... | ..... | 1 | ..... |
| Palawan | | | 51 | 19 | 8 | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Pampanga | | | 214 | 37 | 24 | 7 | 9 | 3 | 28 | 6 | 1 | ..... | ..... | ..... |
| Pangasinan | | | 352 | 223 | 58 | 12 | 69 | 6 | 19 | 1 | 3 | 1 | ..... | ..... |
| Rizal | | | 222 | 25 | 11 | 2 | 7 | 2 | 26 | 2 | 1 | ..... | 21 | ..... |
| Samar | | | 317 | 26 | 7 | ..... | 3 | 2 | 9 | ..... | ..... | ..... | 2 | ..... |
| Tayabas | | | 342 | 57 | 26 | 14 | 36 | 5 | 18 | 3 | 3 | ..... | 4 | ..... |
| Albay | | | 238 | 58 | 19 | 1 | 24 | 1 | 6 | ..... | ..... | ..... | 5 | ..... |
| Camarines | | | 193 | 62 | 17 | 1 | 10 | 3 | 3 | 2 | ..... | ..... | 3 | ..... |
| Ilocos Norte | | | 264 | 73 | 16 | 1 | 26 | 7 | 16 | 4 | ..... | ..... | 1 | ..... |
| Total | | | 108 | 89 | 8 | 4 | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Qualified Any Teacher Examination of Junior Grade | | | 108 | 89 | 8 | 4 | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Qualified Senior Teacher Examination | | | 515 | 20 | 4 | ..... | 7 | ..... | 7 | ..... | ..... | ..... | 4 | ..... |
| Qualified Assistant Examination | | | 385 | 12 | ..... | ..... | 8 | ..... | 8 | ..... | ..... | ..... | 3 | ..... |
| All Others | | | 11 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... |
| U. S. Normal Graduates | | | 333 | 23 | 4 | ..... | 2 | ..... | 2 | ..... | ..... | ..... | 4 | ..... |
| Bachelor's Degree U. S. | | | 400 | 15 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| B. S. in Education | | | 671 | 12 | ..... | ..... | 3 | ..... | 3 | ..... | ..... | ..... | 3 | ..... |
| High-School Certificate | | | 308 | 18 | ..... | ..... | 10 | ..... | 10 | ..... | ..... | ..... | 2 | ..... |
| A. B. University of the Philippines | | | 209 | 10 | ..... | ..... | 3 | ..... | 3 | ..... | ..... | ..... | 2 | ..... |
| Philippine Normal School Graduates | | | 405 | 34 | ..... | ..... | 4 | ..... | 4 | ..... | ..... | ..... | 3 | ..... |
| Philippine School of Arts and Trades Graduates | | | 340 | 13 | ..... | ..... | 3 | ..... | 3 | ..... | ..... | ..... | 1 | ..... |
| High-School Graduates | | | 694 | 20 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| A. B. University of the Philippines | | | 297 | 13 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Philippine Normal School Graduates | | | 82 | 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... |
| Philippine School of Arts and Trades Graduates | | | 331 | 22 | ..... | ..... | 22 | ..... | 22 | ..... | ..... | ..... | 4 | ..... |
| High-School Certificate | | | 770 | 67 | ..... | ..... | 21 | ..... | 21 | ..... | ..... | ..... | 3 | ..... |
| A. B. University of the Philippines | | | 393 | 9 | ..... | ..... | 2 | ..... | 2 | ..... | ..... | ..... | 6 | ..... |
| Philippine Normal School Graduates | | | 374 | 12 | ..... | ..... | 4 | ..... | 4 | ..... | ..... | ..... | 4 | ..... |
| Philippine School of Arts and Trades Graduates | | | 512 | 19 | ..... | ..... | 5 | ..... | 5 | ..... | ..... | ..... | 1 | ..... |
| High-School Graduates | | | 358 | 3 | ..... | ..... | 3 | ..... | 3 | ..... | ..... | ..... | 3 | ..... |
| All Others | | | 297 | 19 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 3 | ..... |
| Total | | | 422 | 29 | ..... | ..... | 6 | ..... | 6 | ..... | ..... | ..... | 3 | ..... |

| | | | | | | | | | | | | | | | |
|----------------------------------|-----|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|
| Occidental Negros..... | 8 | 2 | 341 | 43 | 11 | 11 | 12 | 1 | 6 | 2 | ..... | 2 | 477 | 23 | 1 |
| Cavite..... | 8 | 3 | 218 | 29 | 23 | 4 | 3 | 4 | 13 | 2 | ..... | 2 | 306 | 9 | ..... |
| Manila..... | 32 | 4 | 134 | 131 | 84 | 37 | 71 | 17 | 152 | 28 | 3 | ..... | 720 | 113 | 19 |
| Sorsogon..... | 12 | 5 | 176 | 47 | 15 | 1 | 1 | 1 | 4 | 1 | ..... | 1 | 239 | 12 | 2 |
| Isabela..... | 13 | 7 | 112 | 39 | 12 | 8 | 12 | ..... | ..... | ..... | ..... | 2 | 198 | 4 | 1 |
| Iloilo..... | 56 | 8 | 479 | 89 | 30 | 8 | 60 | ..... | 8 | 2 | 1 | 2 | 6 | 741 | 35 |
| Lanao..... | 7 | 8 | 71 | 5 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | 1 | 2 | 88 | 1 |
| Normal School..... | 2 | 8 | 2 | 3 | ..... | ..... | ..... | 1 | 12 | 2 | ..... | 2 | 24 | 3 | 3 |
| Nueva Ecija..... | 25 | 8 | 229 | 22 | 17 | 2 | 9 | 2 | 14 | 5 | 1 | 1 | 327 | 9 | 1 |
| Oriental Negros..... | 25 | 8 | 224 | 34 | 21 | 10 | 6 | 2 | 5 | ..... | ..... | 3 | 330 | 20 | 2 |
| Sulu..... | 9 | 9 | 44 | 33 | 6 | 1 | 4 | ..... | 1 | ..... | ..... | ..... | 98 | 2 | ..... |
| Mindoro..... | 13 | 10 | 84 | 16 | ..... | ..... | 2 | 1 | 10 | 1 | 1 | 1 | 132 | 6 | 4 |
| Nueva Vizcaya ² | 8 | 10 | 26 | 35 | 6 | 1 | 6 | ..... | 2 | ..... | ..... | ..... | 84 | 3 | ..... |
| Surigao..... | 17 | 10 | 99 | 32 | 11 | 2 | 3 | 1 | 3 | ..... | ..... | ..... | 172 | 6 | 2 |
| Antique..... | 23 | 11 | 127 | 32 | 15 | 2 | 11 | ..... | 6 | ..... | 2 | 1 | 219 | 13 | 1 |
| Mountain..... | 32 | 13 | 182 | 44 | 19 | 1 | 2 | 4 | 7 | ..... | ..... | 3 | 241 | 11 | 1 |
| Davao..... | 21 | 14 | 35 | 76 | 3 | 2 | 7 | 1 | 3 | ..... | ..... | ..... | 148 | 5 | ..... |
| Zamboanga..... | 23 | 14 | 80 | 21 | 14 | 1 | 3 | 1 | 7 | 2 | ..... | ..... | 156 | 2 | ..... |
| Batanes..... | 6 | 17 | 19 | 3 | 1 | 2 | 2 | 1 | ..... | ..... | ..... | ..... | 35 | 1 | ..... |
| Capiz..... | 78 | 18 | 261 | 27 | 20 | 2 | 23 | 3 | 11 | 1 | 1 | 5 | 432 | 14 | 1 |
| Cotabato..... | 17 | 18 | 39 | 27 | 5 | 2 | 4 | ..... | 1 | 1 | ..... | 96 | 2 | 1 | ..... |
| Agusan..... | 18 | 19 | 60 | 13 | 44 | ..... | 1 | ..... | 1 | ..... | ..... | 1 | 98 | ..... | ..... |
| Trade School..... | 5 | 22 | 5 | 3 | 4 | 3 | ..... | 1 | 1 | 1 | ..... | ..... | 23 | 3 | 1 |
| General Office..... | 8 | 23 | 23 | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 35 | ..... | ..... |
| Misamis..... | 52 | 24 | 133 | 20 | 6 | 2 | 2 | ..... | 3 | 1 | ..... | 1 | 220 | 7 | ..... |
| Bukidnon..... | 21 | 28 | 42 | 14 | 1 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | 83 | ..... | ..... |
| Romblon..... | 54 | 36 | 56 | 15 | 5 | 1 | 9 | 2 | 2 | 1 | 1 | 1 | 147 | 4 | 1 |
| Total..... | 642 | 5 | 8,579 | 2,265 | 780 | 214 | 763 | 85 | 561 | 89 | 14 | 4 | 14 | 6 | 147 |
| | | | | | | | | | | | | | 14,103 | 718 | 97 |

¹ Central Luzon Agricultural School.² Figures for December, 1918.

When compared with statistics for the school year 1917-18, these figures show the percentage of teachers under first-year attainments to be 3 per cent less. The figures also show larger percentages of teachers who are of higher attainments. The rate of increase in the number of teachers who are high-school graduates was 30 per cent and the rate of increase in the number of teachers who are graduates of the Philippine Normal School was 35 per cent. There was also a large increase in the number of teachers who qualified in one of the junior-teacher examinations.

[illegible]

Figures for August, 1919.

The data below show the improvement in the salaries of municipal teachers between January, 1919, and January, 1920:

| | 1919 | 1920 | January | January |
|-----------------------------------|------|------|---------|---------|
| Percentage of teachers receiving— | | | | |
| Less than \$25 | 2 | 20 | | |
| \$25 to \$29.99 | 46 | 38.5 | | |
| \$30 to \$34.99 | 25.7 | 11.9 | | |
| \$35 to \$39.99 | 10.4 | 5.6 | | |
| \$40 to \$44.99 | 8.9 | 4.8 | | |
| \$45 to \$49.99 | 4.7 | 1.9 | | |
| \$50 and more | 8.3 | 7.3 | | |

In January, 1920, thirty-six divisions reported \$25 a month as the minimum salary for municipal teachers, whereas in January, 1919, eighteen divisions reported \$25 as the minimum salary.

Since the data for this report were received, new salary scales have been adopted in a number of divisions making \$30 the minimum salary.

| | | | | | | | | | | | | | | | | |
|---------------------------|--------------|--------------|-----------|--------------|------------|------------|-----------|--------------|----------------|---------------|---------------|----------------|---------------|--------------|---------------|---------------|
| Nueva Vizcaya..... | 15 | 17 | 1 | 33 | 9 | 12 | 1 | 22 | 988 | 139 | 1,586 | 2,723 | 486 | 150 | 300 | 986 |
| Occidental Negros..... | 49 | 117 | 1 | 167 | 22 | 10 | 1 | 33 | 4,616 | 522 | 1,885 | 7,023 | 776 | 41 | 259 | 1,075 |
| Oriental Negros..... | 37 | 113 | 1 | 151 | 18 | 3 | 1 | 22 | 1,876 | 49 | 1,476 | 3,061 | 373 | ... | 4 | 377 |
| Palawan..... | 19 | 34 | 1 | 54 | 14 | 2 | 1 | 17 | 1,027 | 17 | 1,011 | 2,115 | 50 | ... | 59 | 109 |
| Pampanga..... | 42 | 83 | 1 | 126 | 30 | 6 | 1 | 37 | 6,253 | 155 | 2,739 | 9,147 | 880 | 25 | 402 | 1,307 |
| Pangasinan..... | 87 | 237 | 1 | 325 | 48 | 41 | 1 | 90 | 13,216 | 949 | 2,543 | 16,708 | 2,959 | 20 | 71 | 3,060 |
| Rizal..... | 38 | 63 | 1 | 102 | 26 | 15 | 1 | 42 | 5,777 | 1,897 | 2,134 | 9,172 | 934 | 59 | 70 | 1,063 |
| Romblon..... | 15 | 30 | 1 | 46 | 7 | 8 | 1 | 16 | 1,191 | 191 | 898 | 1,644 | 1,402 | 10 | 96 | 1,507 |
| Samar..... | 60 | 152 | 1 | 203 | 31 | 18 | 1 | 50 | 2,990 | 318 | 898 | 4,244 | 200 | ... | 293 | 493 |
| Sorsogon..... | 34 | 103 | 2 | 139 | 22 | 9 | 2 | 33 | 2,298 | 62 | 1,752 | 4,112 | 360 | ... | 76 | 436 |
| Surigao..... | 19 | 89 | 1 | 109 | 14 | 29 | 1 | 44 | 882 | 413 | 1,432 | 2,727 | 120 | 19 | 846 | 965 |
| Tarlac..... | 26 | 104 | 1 | 131 | 22 | 83 | 1 | 106 | 3,272 | 771 | 1,188 | 5,221 | 151 | 56 | 408 | 615 |
| Tayabas..... | 63 | 141 | 2 | 206 | 34 | 7 | 2 | 43 | 7,059 | 104 | 3,418 | 10,591 | 1,070 | ... | 416 | 1,485 |
| Union..... | 29 | 53 | 1 | 83 | 19 | 37 | 1 | 57 | 8,362 | 1,040 | 1,911 | 11,313 | 709 | 91 | 149 | 949 |
| Zambales..... | 21 | 46 | 1 | 68 | 16 | 1 | 1 | 18 | 2,477 | 18 | 6,639 | 9,134 | 795 | ... | 17 | 816 |
| Normal School..... | 2 | ... | 1 | 3 | 1 | ... | 1 | 2 | 535 | ... | 6,051 | 6,586 | 10 | ... | 4,200 | 4,210 |
| Trade School..... | 1 | ... | 1 | 2 | ... | ... | 1 | 1 | ... | ... | 2,196 | 2,196 | ... | ... | 96 | 96 |
| Nautical School..... | 1 | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | 1,529 | 3,850 | 48 | 5,427 | 953 | 769 | 47 | 1,769 | 181,022 | 17,529 | 96,845 | 294,396 | 36,604 | 2,220 | 20,393 | 59,217 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | |
| Agusan..... | 7 | 55 | 1 | 63 | 1 | ... | 1 | 2 | 139 | ... | 156 | 296 | 27 | ... | 71 | 98 |
| Bukidnon..... | 5 | 70 | ... | 75 | 2 | ... | ... | 2 | 190 | ... | ... | 180 | ... | ... | ... | ... |
| Cotabato..... | 5 | 55 | ... | 60 | ... | 1 | ... | 1 | ... | 112 | ... | 112 | ... | 200 | ... | 200 |
| Davao..... | 13 | 98 | ... | 106 | 1 | ... | ... | 1 | 112 | ... | ... | 112 | 36 | ... | ... | ... |
| Lanao..... | 6 | 45 | ... | 51 | 3 | ... | ... | 3 | 358 | ... | ... | 358 | 8 | ... | ... | ... |
| Sulu..... | 6 | 46 | ... | 52 | 1 | 1 | ... | 2 | 275 | 70 | ... | 345 | 13 | 45 | ... | 58 |
| Zamboanga..... | 8 | 74 | 1 | 83 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Grand total | 1,579 | 4,288 | 50 | 5,917 | 961 | 771 | 48 | 1,780 | 182,086 | 17,711 | 96,001 | 295,798 | 36,688 | 2,465 | 20,464 | 59,617 |

* Teacher's library included.

* Central Luzon Agricultural School.

No. 11.—Libraries—Continued

| Division | Total Number of Books and Pamphlets | | | Number of Books Acquired in 1919 | | | Number of Books Transferred from Bureau of Education to Provincial and Municipal Accounts | | | Newspaper Subscriptions | | | Educational-Magazine Subscriptions | | |
|-------------------|-------------------------------------|--------|-----------|----------------------------------|---------|--------|---|-------|---------|-------------------------|-----------|-------|------------------------------------|--------|-----------|
| | Elementary | | | Elementary | | | Elementary | | | Elementary | | | Elementary | | |
| | Central | Barrio | Secondary | Total | Central | Barrio | Secondary | Total | Central | Barrio | Secondary | Total | Central | Barrio | Secondary |
| Manila | 12,942 | 12,783 | 25,725 | 1,832 | 1,561 | 161 | 865 | 2,452 | 467 | 457 | 46 | 57 | 139 | --- | 8 |
| Albra | 1,969 | 2,094 | 4,160 | 317 | 77 | 514 | 908 | 547 | --- | --- | 11 | 7 | --- | --- | 2 |
| Albay | 3,962 | 2,923 | 7,212 | 731 | 188 | 1,011 | 468 | 11 | --- | --- | 3 | 7 | 34 | 15 | 2 |
| Antique | 3,368 | 2,447 | 2,905 | 6,220 | 1,058 | 115 | 300 | 1,473 | 1,097 | 10 | 66 | 72 | 34 | 15 | 6 |
| Bataan | 2,463 | 43 | 1,935 | 4,441 | 155 | 4 | 171 | 330 | 220 | --- | 26 | 30 | 21 | 1 | 4 |
| Batanes | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 |
| Batangas | 7,491 | 270 | 3,272 | 11,033 | 1,561 | 161 | 865 | 2,359 | 467 | 457 | 46 | 57 | 139 | --- | 8 |
| Bohol | 7,328 | --- | 2,174 | 9,502 | 1,918 | --- | 676 | 3,594 | 1,003 | --- | 19 | 25 | 52 | 9 | 4 |
| Bulacan | 8,034 | 592 | 2,687 | 11,313 | 1,619 | 90 | 22 | 1,731 | 949 | --- | 67 | 69 | 53 | --- | 14 |
| Cagayan | 4,703 | 435 | 1,689 | 6,827 | 797 | 34 | 117 | 948 | 890 | --- | 65 | 71 | 58 | 15 | 1 |
| Camarines | 2,360 | 43 | 3,483 | 5,896 | 594 | 9 | 3,216 | 3,819 | 1,178 | --- | 59 | 63 | 38 | 16 | --- |
| Capiz | 5,672 | 2,261 | 2,128 | 10,061 | 1,286 | 544 | 14 | 1,844 | 479 | 163 | 18 | 32 | 7 | --- | 1 |
| Cavite | 6,399 | 1,022 | 2,226 | 9,647 | 698 | 97 | 22 | 817 | 886 | 12 | 37 | 71 | 78 | 96 | 2 |
| Cebu | 13,147 | --- | 2,421 | 15,568 | 3,073 | --- | 124 | 3,197 | 2,081 | --- | 22 | 28 | 27 | 4 | 1 |
| C. L. A. S. I. | --- | --- | 2,700 | 2,700 | --- | --- | 24 | 24 | --- | --- | 33 | 34 | 73 | --- | 3 |
| Ilocos Norte | 8,410 | 42 | 4,031 | 12,483 | 1,429 | 10 | 120 | 1,559 | 1,744 | 10 | 67 | 74 | 31 | 1 | 4 |
| Ilocos Sur | 11,560 | 973 | 3,258 | 15,791 | 964 | 115 | --- | 1,069 | 548 | --- | 2 | 5 | 78 | 76 | 1 |
| Iloilo | 9,943 | 1,671 | 4,739 | 16,353 | 3,662 | 1,115 | 13 | 4,790 | 2,045 | --- | 75 | 3 | 78 | 2 | 79 |
| Isabela | 3,573 | 1,883 | 1,098 | 6,554 | 679 | 125 | 129 | 933 | 415 | 43 | 60 | 6 | 80 | 56 | 35 |
| Laguna | 10,062 | 1,442 | 2,237 | 12,741 | 3,012 | 92 | 1,247 | 4,351 | 1,135 | 7 | 3 | 3 | 6 | 9 | 10 |
| Leyte | 11,106 | 893 | 2,420 | 14,419 | 1,587 | 134 | 437 | 2,158 | 1,616 | --- | 69 | 78 | 113 | 10 | 3 |
| Mindoro | 2,606 | 377 | 1,613 | 4,596 | 423 | 70 | --- | 493 | 494 | --- | 82 | 97 | 84 | 9 | 3 |
| Misamis | 2,323 | 591 | 1,204 | 4,118 | 998 | 266 | 249 | 1,513 | 569 | 42 | 25 | 38 | 38 | 40 | 8 |
| Mountain | 2,510 | 147 | 88 | 3,383 | 240 | --- | 88 | 328 | --- | --- | 12 | 20 | 31 | 38 | 1 |
| Nueva Ecija | 3,138 | 227 | 2,014 | 5,675 | 847 | 59 | 10 | 916 | 2,090 | --- | 6 | 12 | 11 | --- | 5 |
| Nueva Vizcaya | 1,474 | 289 | 1,896 | 3,659 | 109 | 150 | 254 | 513 | --- | --- | 35 | 24 | 7 | --- | 2 |
| Occidental Negros | 5,391 | 563 | 2,144 | 8,098 | 813 | 272 | 82 | 1,67 | 111 | --- | 15 | 8 | 46 | --- | 3 |
| Oriental Negros | 1,889 | 39 | 1,480 | 3,408 | 627 | 11 | --- | 638 | --- | --- | 43 | 55 | 53 | 3 | 6 |

| | | | | | | | | | | | | | | | | | | | | |
|----------------------|---------|--------|---------|---------|--------|-------|--------|--------|--------|-----|-------|--------|-------|-----|-----|-------|-------|-----|-----|-------|
| Palawan..... | 1,077 | 47 | 1,100 | 2,224 | 118 | 15 | 246 | 379 | 105 | 80 | 185 | 1 | 2 | 3 | 41 | 121 | 8 | 1 | 130 | |
| Pampanga..... | 7,133 | 180 | 3,141 | 10,454 | 429 | | 1,236 | 1,665 | 202 | | 1,232 | 1,434 | 34 | 6 | 1 | | | | | |
| Pangasinan..... | 16,175 | 969 | 2,614 | 19,758 | 4,821 | 693 | 390 | 5,904 | 3,411 | | 120 | 3,531 | 112 | 20 | 3 | 135 | 134 | 4 | 138 | |
| Rizal..... | 6,085 | 1,996 | 2,204 | 10,235 | 875 | 114 | 145 | 1,134 | 490 | 37 | | 527 | 32 | 1 | 3 | 36 | 33 | 8 | 51 | |
| Romblon..... | 2,179 | 201 | 771 | 3,151 | 57 | 41 | 14 | 112 | | | | | 8 | 1 | | 9 | 5 | 13 | 4 | |
| Samar..... | 3,190 | 318 | 1,229 | 4,737 | 832 | 198 | 74 | 1,104 | | | 11 | 11 | 51 | 8 | 5 | 64 | 59 | 6 | 66 | |
| Sorsogon..... | 2,658 | 62 | 1,828 | 4,548 | 400 | 62 | 111 | 573 | 454 | | 70 | 524 | 14 | | 2 | 16 | 10 | | 12 | |
| Surigao..... | 1,002 | 432 | 2,278 | 3,712 | 871 | 403 | 5 | 1,279 | 802 | | 361 | 1,163 | 10 | 9 | 8 | 27 | 28 | 27 | 11 | |
| Tarlac..... | 3,423 | 827 | 1,596 | 5,846 | 423 | 368 | 61 | 852 | 20 | | | 20 | 37 | 8 | 2 | 47 | 134 | 4 | 142 | |
| Tayabas..... | 8,129 | 104 | 3,833 | 12,066 | 1,802 | 59 | 105 | 1,956 | 225 | | | 225 | 46 | 1 | 4 | 51 | 55 | 1 | 13 | |
| Union..... | 9,071 | 1,131 | 2,060 | 12,262 | 3,066 | 407 | 119 | 3,612 | 1,983 | 60 | | 2,043 | 22 | 6 | 6 | 34 | 11 | 7 | 37 | |
| Zambales..... | 8,276 | 118 | 6,656 | 9,950 | 605 | | 25 | 630 | 440 | | | 440 | 15 | | 3 | 18 | 12 | | 12 | |
| Normal School..... | 545 | 100 | 10,251 | 10,796 | 370 | | 1,719 | 2,089 | 175 | | | 175 | | | 3 | 3 | 2 | 14 | 16 | |
| Trade School..... | | | 2,291 | 2,291 | | | 64 | 64 | | | | | | | 4 | 4 | | 1 | 1 | |
| Nautical School..... | | | | | | | | | | | | | | | | | | | | |
| Total..... | 217,626 | 19,749 | 116,238 | 353,613 | 45,708 | 6,002 | 13,816 | 65,526 | 31,678 | 396 | 5,149 | 37,222 | 1,394 | 155 | 182 | 1,731 | 1,778 | 363 | 202 | 2,343 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Agusan..... | 166 | | 227 | 393 | 2 | | 49 | 51 | | | | | | | 4 | 4 | 2 | 2 | 4 | |
| Bukidnon..... | 180 | | | 180 | 180 | | | 180 | | | | | | | | | | | | |
| Cotabato..... | 312 | | | 312 | 45 | | | 45 | | | | | | 2 | | 2 | | 1 | 7 | |
| Davao..... | 148 | | | 148 | | | | | | | | | 2 | | 2 | 2 | | | 2 | |
| Lanao..... | 366 | | | 366 | 96 | | | 96 | 40 | | | 40 | 2 | | 2 | 3 | | 3 | 3 | |
| Sulu..... | 288 | 115 | | 403 | | | | | | | | | 9 | | 9 | 4 | | | 4 | |
| Zamboanga..... | | | | | | | | | | | | | | | | | | | | |
| Grand total..... | 218,774 | 20,176 | 116,465 | 355,415 | 45,986 | 6,047 | 13,865 | 65,898 | 31,718 | 396 | 5,149 | 37,262 | 1,407 | 157 | 186 | 1,750 | 1,789 | 364 | 204 | 2,357 |

¹ Central Luzon Agricultural School.

No. 11.—Libraries—Continued

| Division | Other Magazine Subscriptions | | | Total Newspaper and Magazine Subscriptions | | | Number of Persons Using the Libraries Teachers and Pupils | | | Number of Libraries Used by the People of the Community | | |
|-------------------|------------------------------|--------|-----------|--|---------|--------|---|-------|---------|---|-----------|-------|
| | Elementary | | | Elementary | | | Elementary | | | Elementary | | |
| | Central | Barrio | Secondary | Total | Central | Barrio | Secondary | Total | Central | Barrio | Secondary | Total |
| Manila | 54 | 41 | 95 | 239 | 16,005 | 2,630 | 18,635 | 30 | 100 | 2 | 130 | 2 |
| Alba | 8 | 9 | 17 | 30 | 2,168 | 120 | 2,865 | 86 | 20 | 1 | 108 | 11 |
| Albay | 20 | 4 | 53 | 109 | 5,555 | 764 | 6,684 | 407 | 121 | 12 | 778 | 22 |
| Aniue | 4 | 10 | 24 | 27 | 2,892 | 897 | 4,179 | 70 | 10 | 3 | 96 | 4 |
| Bataan | 19 | 17 | 36 | 66 | 3,394 | 214 | 3,970 | 128 | 35 | 2 | 163 | 12 |
| Batanes | | | | | | | | | | | | |
| Batanga | 9 | 17 | 26 | 80 | 8,447 | 707 | 9,909 | 188 | 3 | 5 | 191 | 6 |
| Bohol | 65 | 185 | 201 | 6,170 | 798 | 548 | 6,718 | 118 | 1 | 1 | 119 | 7 |
| Bulacan | 34 | 10 | 51 | 187 | 9,435 | 326 | 10,559 | 249 | 20 | 6 | 274 | 9 |
| Cagayan | 31 | 9 | 48 | 128 | 5,005 | 2,260 | 7,513 | 166 | 15 | 3 | 181 | 4 |
| Camariues | 37 | 7 | 65 | 62 | 4,521 | 241 | 5,161 | 576 | 3 | 7 | 579 | 9 |
| Capiz | 101 | 37 | 149 | 216 | 3,960 | 200 | 11,332 | 503 | 149 | 4 | 655 | 15 |
| Cavite | 13 | 1 | 21 | 62 | 4,026 | 1,118 | 5,654 | 98 | 3 | 1 | 98 | 3 |
| Cebu | 80 | 12 | 92 | 186 | 12,065 | 900 | 12,965 | 690 | 20 | 13 | 610 | 14 |
| C. L. A. S. | 3 | 3 | 4 | 4 | 775 | 4 | 775 | 4 | 4 | 1 | 4 | 1 |
| Ilocos Norte | 14 | 1 | 32 | 112 | 6,664 | 299 | 7,982 | 516 | 6 | 6 | 522 | 6 |
| Ilocos Sur | 16 | 5 | 46 | 167 | 6,465 | 1,601 | 8,815 | 242 | 63 | 13 | 316 | 33 |
| Iloilo | 93 | 22 | 115 | 211 | 13,104 | 3,970 | 18,615 | 400 | 43 | 1 | 443 | 26 |
| Isabela | 10 | 33 | 48 | 22 | 2,454 | 2,332 | 5,154 | 17 | 2 | 1 | 25 | 1 |
| Laguna | 58 | 3 | 84 | 240 | 9,962 | 1,107 | 11,539 | 867 | 37 | 5 | 919 | 24 |
| Leyte | 53 | 4 | 65 | 219 | 8,993 | 1,934 | 11,104 | 456 | 58 | 1 | 515 | 25 |
| Mindoro | 5 | 6 | 12 | 68 | 2,892 | 826 | 3,396 | 51 | 5 | 3 | 71 | 11 |
| Misamis | 22 | 4 | 37 | 65 | 2,493 | 1,090 | 3,783 | 134 | 8 | 1 | 142 | 4 |
| Mountain | 24 | 5 | 29 | 41 | 1,966 | 411 | 2,892 | 8 | 16 | 2 | 24 | 3 |
| Nueva Ecija | 21 | 2 | 37 | 83 | 6,581 | 816 | 7,883 | 132 | 15 | 12 | 147 | 12 |
| Nueva Vizcaya | | | | | | | | | | | | |
| Occidental Negros | 9 | 20 | 29 | 107 | 1,124 | 243 | 1,767 | 80 | 5 | 30 | 115 | 6 |
| Oriental Negros | 15 | 1 | 19 | 111 | 6,606 | 913 | 8,039 | 137 | 60 | 1 | 197 | 16 |
| | | | | | 2,169 | 21 | 2,542 | 33 | | 8 | 33 | 11 |

| | | | | | | | | | | | | | | | | | | | | |
|----------------------|-------|-----|-----|-------|-------|-----|-------|-------|---------|--------|--------|---------|-------|-----|-----|-------|-----|----|----|-----|
| Palawan..... | 2 | 5 | 7 | 3 | 8 | 11 | 1,114 | 262 | 525 | 1,891 | 12 | 10 | 22 | 1 | 22 | 1 | 1 | | | |
| Pampanga..... | 56 | 4 | 9 | 69 | 211 | 18 | 8,238 | 771 | 530 | 9,539 | 9 | 2 | 11 | 1 | 1 | 1 | 1 | | | |
| Pangasinan..... | 88 | 17 | 6 | 106 | 329 | 41 | 9 | 379 | 1,593 | 14,939 | 890 | 72 | 2 | 454 | 16 | 16 | 16 | | | |
| Rizal..... | 44 | 5 | 40 | 89 | 109 | 14 | 53 | 176 | 1,454 | 750 | 1,454 | 63 | 257 | 4 | 5 | 1 | 5 | | | |
| Romblon..... | 8 | 13 | 12 | 33 | 21 | 27 | 16 | 64 | 1,361 | 320 | 2,704 | 56 | 50 | 2 | 108 | 1 | 1 | | | |
| Samar..... | 52 | 11 | 63 | 162 | 14 | 17 | 383 | 7,443 | 558 | 274 | 8,275 | 485 | 100 | 585 | 15 | 1 | 16 | | | |
| Sorsogon..... | 16 | 7 | 23 | 40 | 11 | 51 | 3,738 | 17 | 472 | 4,227 | 21 | 22 | 43 | 2 | 1 | 3 | 3 | | | |
| Surigao..... | 8 | 12 | 12 | 32 | 46 | 48 | 31 | 125 | 1,060 | 150 | 2,075 | 5 | 2 | 6 | 13 | | | | | |
| Tarlac..... | 42 | 62 | 8 | 112 | 213 | 74 | 14 | 301 | 7,461 | 11,120 | 117 | 18 | 1 | 136 | 4 | 1 | 5 | | | |
| Tayabas..... | 28 | 11 | 39 | 129 | 2 | 28 | 159 | 7,968 | 141 | 966 | 9,465 | 70 | 5 | 7 | 82 | 9 | 2 | | | |
| Union..... | 23 | 12 | 35 | 56 | 25 | 25 | 106 | 7,968 | 4,332 | 585 | 12,885 | 201 | 50 | 3 | 254 | 5 | 1 | | | |
| Zambales..... | 7 | 10 | 17 | 34 | 13 | 47 | 3,547 | 50 | 303 | 3,900 | 81 | 11 | 92 | 1 | 1 | 1 | 1 | | | |
| Normal School..... | | 24 | 2 | | 41 | 43 | 460 | | 771 | 1,231 | | 30 | 30 | | | | | | | |
| Trade School..... | | 9 | 9 | | 14 | 14 | | | | | | | | | | | | | | |
| Nautical School..... | | | | | | | | | | | | | | | | | | | | |
| Total..... | 1,184 | 284 | 494 | 1,962 | 4,356 | 802 | 878 | 6,036 | 227,216 | 40,229 | 23,696 | 291,140 | 7,913 | 863 | 775 | 9,541 | 280 | 57 | 27 | 364 |
| Mindanao and Sulu: | | | | | | | | | | | | | | | | | | | | |
| Aguasan..... | 2 | 3 | 5 | 4 | | 9 | 13 | | 91 | 187 | 278 | 4 | | 4 | | | | | | |
| Bukidnon..... | | | | | | | | | 313 | | 313 | | | | | | | | | |
| Cotabato..... | | | | | 3 | | 3 | | 601 | | 601 | | | | | | | | | |
| Davao..... | 9 | | 9 | 13 | | | 13 | | 108 | | 108 | | | | | | | | | |
| Lanao..... | 1 | | 1 | 6 | | | 6 | | 457 | | 457 | | | | | | | | | |
| Sulu..... | 1 | | 1 | 14 | | | 14 | | 160 | | 229 | 43 | | 43 | 1 | 1 | 1 | | | |
| Zamboanga..... | | | | | | | | | | | | | | | | | | | | |
| Grand total..... | 1,197 | 284 | 497 | 1,978 | 4,393 | 806 | 887 | 6,066 | 228,345 | 40,899 | 23,982 | 293,126 | 7,960 | 863 | 775 | 9,588 | 281 | 57 | 27 | 368 |

¹ Central Luzon Agricultural School.

During 1919 the number of libraries increased by 51; the number of books, by 70,093; the number of newspaper subscriptions, by 269; the number of educational-magazine subscriptions, by 466; the number of subscriptions to other magazines, by 255; the number of teachers and pupils reading library books, by 61,677. The number of outsiders using library books decreased by 6,076, and the number of school libraries opened to the people of the community decreased by 130.

In six secondary schools, the number of books in the school library is less than 1,000; in fourteen, between 1,000 and 2,000; in fourteen, between 2,000 and 3,000; in four, between 3,000 and 4,000; in one, between 4,000 and 5,000; and in three, more than 5,000.

In several divisions the establishment of libraries in central primary schools needs attention. In a number of divisions every central school has a library, but in fourteen divisions less than one half of the central schools have libraries,

No. 12.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, and the value of products raised, for the school year 1918-19.

| Name and Location of School | Teachers | Enrol-ment | Area of Farm in Hectares | Number of Animals | | | | | | | Value of School Products | | | | | Value of Products from Home Projects | Total Value of Products from School and Home Projects | |
|--|----------|------------|--------------------------|-------------------|--------|--------|-------------|--------------|------|---------|--------------------------|------------|-------------|-----------|----------|--------------------------------------|---|-----------|
| | | | | Total | Cattle | Horses | Work Cattle | Other Cattle | Hogs | Poultry | Animals | Vegetables | Field Crops | Fruits | Others | | | |
| Aborian Agricultural School, Aborian, Palawan..... | 5 | 186 | 19 | 199 | 8 | --- | 1 | 10 | 43 | 128 | P417.04 | P172.61 | P579.78 | P56.89 | --- | P48.91 | P1,275.23 | |
| Bunawan Agricultural School, Bunawan, Agusan..... | 5 | 117 | 9 | 42 | 5 | --- | --- | --- | 21 | 104 | 436.96 | 236.64 | 1,642.80 | 96.05 | --- | --- | 2,412.45 | |
| Camarines Agricultural School, Camarines, Camarines..... | 1 | 3 | 30 | 4 | 765 | 6 | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | |
| Cataman Agricultural School, Cataman, Samar..... | 1 | 5 | 97 | 5 | 252 | 7 | --- | --- | 7 | 3 | --- | 150.00 | 200.00 | --- | --- | --- | 350.00 | |
| Central Luzon Agricultural School, Muñoz, Nueva Ecija..... | 8 | 11 | 1,006 | 250 | 658 | 73 | 14 | 9 | 115 | 112 | 2,241.37 | 1,829.20 | 35,700.00 | 205.15 | --- | 4,980.54 | 46,705.26 | |
| Lagangiang Agricultural School, Lagangiang, Ilocos Sur..... | 5 | 104 | 42 | 55 | 1 | --- | 3 | --- | 18 | 78 | 2,553.38 | 635.76 | 2,182.91 | 100.22 | P18.27 | 350.51 | 5,791.05 | |
| Lapak Agricultural School, Lapak, Sulu..... | 4 | 84 | 7 | 271 | 6 | 10 | 4 | --- | 15 | --- | 46.00 | --- | 42.00 | 15.00 | 5.00 | --- | 107.00 | |
| Lumbatan Agricultural School, Lumbatan, Lanao..... | 5 | 124 | 10 | 122 | 1 | 1 | 5 | --- | 20 | --- | 6.12 | 100.00 | 3,265.00 | 100.97 | --- | --- | 3,472.09 | |
| Mallag Agricultural School, Mallag, Bukidnon..... | 4 | 107 | 30 | 256 | 8 | --- | 9 | 22 | 30 | 26 | 1,289.65 | 112.88 | 6,013.78 | 374.04 | --- | --- | 7,790.35 | |
| Pampanga Agricultural School, Pangasinan, Pampanga..... | 1 | 2 | 40 | 4 | 460 | 6 | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | |
| Piang Agricultural School, Piang, Cotabato..... | 2 | 131 | 22 | 32 | 7 | --- | 1 | --- | 100 | --- | 213.70 | 2,502.96 | 505.51 | 94.94 | --- | --- | 3,317.11 | |
| Trinidad Agricultural School, Baguio, Mountain Province..... | 3 | 7 | 217 | 39 | 234 | 6 | 6 | 2 | 7 | 7 | 900.00 | 6,000.00 | 1,000.00 | 100.00 | --- | 200.00 | 8,200.00 | |
| Union Agricultural School, Rosario, La Union..... | 1 | --- | --- | 534 | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) | |
| Total..... | 15 | 58 | 2,243 | 441 | 3,880 | 134 | 7 | 45 | 52 | 241 | 586 | 8,103.22 | 11,740.05 | 52,831.78 | 1,143.26 | 23.27 | 5,529.96 | 79,421.54 |

* New school just opened and no production reports submitted.

No. 13.—Settlement Farm Schools, 1918-19

| Division | Number of Schools | | Total Annual Enrollment | | Area of Farm in Hectares | Number of Animals | | | | | | | | Value of School Products | | | | | | | Total | Value of Products from Home Projects | Total Value of School and Home Projects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-------------------|-------|-------------------------|--------|--------------------------|-------------------|------------|-------|-----------|-------------|--------------|------|----------|--------------------------|------------|-------------|----------|----------|----------|----------|----------|--------------------------------------|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|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| | Filipino Teachers | Total | Male | Female | | Total | Cultivated | Total | Carabaoes | Work Cattle | Other Cattle | Hogs | Poultry | Animals | Vegetables | Field Crops | Fruits | Others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Aguasan..... | 31 | 47 | 1,920 | 1,313 | 3,233 | 123 | 425 | 13 | 13 | 542 | 130 | 542 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.26 | 1,875.2 |

A settlement farm school is a primary school established among people who are more or less nomadic, with the idea of encouraging them to form permanent settlements in the neighborhood of the school.

The number of settlement farm schools increased by 45 and the annual enrolment in settlement farm schools increased by 4,005. The number of hectares cultivated at settlement farm schools in 1918-19, was 132 greater than the number of hectares cultivated in 1917-18.

The value of products raised at settlement farm schools was almost twice that of the previous year.

| Name and Location of School | Teachers | Total Annual Enrollment | Area of Farm in Hectares | Number of Animals | | | | Value of School Products | | | | | Total | Value of Products from Home Projects and Projects | Total Value of Products | | | | |
|---|----------|-------------------------|--------------------------|-------------------|--------|-------|------------|--------------------------|-------------|--------|--------|-----------|----------|---|-------------------------|--------|-----------|------------|-----------|
| | | | | Animals | | | | Vegetables | Field Crops | Fruits | Others | | | | | | | | |
| | | | | Male | Female | Total | Cultivated | | | | | Carabao | | | | Horses | Work Cat. | Other Cat. | Hogs | Poultry | Animals |
| Batac Farm School, Batac, Ilocos Norte | 6 | 175 | 13 | 16 | 175 | 13 | 16 | 2 | 2 | 30 | 550 | ₱1,150.00 | ₱450.70 | ₱1,400.00 | ₱45.50 | ₱70.75 | ₱3,116.95 | ₱1,941.08 | ₱5,058.03 |
| Batangas Farm School, Batangas, Batangas | 4 | 110 | 7 | 7 | 110 | 7 | 7 | 2 | 2 | 187 | 1,149 | 517.27 | 800.00 | 854.52 | 420.41 | 839.50 | 3,440.70 | 4,771.62 | 8,212.32 |
| Bilar, Bohol | 7 | 73 | 40 | 113 | 10 | 20 | 1 | 2 | 2 | 2 | 89 | 270.00 | 462.41 | 2,564.06 | 20.00 | 60.00 | 3,376.47 | 34.03 | 3,410.50 |
| Capiz Farm School, Capiz, Capiz | 4 | 105 | 56 | 161 | 4 | 16 | 4 | 3 | 3 | 3 | 3 | 30.00 | 380.59 | 95.00 | --- | --- | 410.59 | 212.49 | 623.08 |
| Catanduanes Farm School, Virac, Albay | 1 | 69 | 69 | 3 | 11 | 1 | 2 | --- | --- | --- | --- | --- | 78.75 | 95.00 | --- | --- | 173.75 | --- | 173.75 |
| Guinobatan Farm School, Guinobatan, Albay | 5 | 150 | 69 | 219 | 7 | 12 | 6 | --- | --- | 15 | 52 | 258.90 | 1,500.00 | 1,200.00 | 150.00 | 105.00 | 3,213.90 | 1,485.53 | 4,699.43 |
| Iba Farm School, Iba, Zambales | 7 | 169 | 84 | 253 | 7 | 11 | 3 | --- | 31 | 3 | 112 | 150.00 | 844.00 | 1,085.00 | 9.02 | 23.32 | 2,111.34 | 1,589.03 | 3,700.37 |
| Indang Farm School, Indang, Cavite | 7 | 102 | 67 | 169 | 8 | 9 | --- | 2 | --- | 11 | 208 | 666.40 | 1,120.00 | 681.00 | 240.00 | --- | 2,707.40 | 1,225.75 | 3,933.15 |
| Isla Bella Farm School, Cabagan, Isabela | 1 | 5 | 108 | 68 | 176 | 11 | 20 | 3 | 2 | 5 | 52 | 40.00 | 100.00 | 600.00 | 10.00 | 200.00 | 950.00 | 536.00 | 1,486.00 |
| Nueva Vizcaya Farm School, Bayombong, Nueva Vizcaya | 8 | 133 | 111 | 244 | 4 | 21 | 5 | --- | --- | 2 | 5 | 578.00 | --- | 673.31 | --- | --- | 1,251.31 | --- | 1,251.31 |
| Odiangan Farm School, Odiangan, Romblon | 7 | 96 | 60 | 156 | 16 | 25 | 3 | 2 | --- | 5 | 300 | 146.15 | 36.50 | 844.00 | --- | --- | 1,026.65 | 676.98 | 1,703.63 |
| San Carlos Farm School, San Carlos, Pangasinan | 8 | 191 | 95 | 286 | 10 | 12 | --- | 1 | 2 | 7 | 170 | 244.89 | 1,200.33 | 1,297.74 | 71.58 | 112.53 | 3,927.07 | 2,973.59 | 5,900.66 |

No. 15.—*Agricultural Clubs, 1918-19*

| Division | Number of Club Members with Projects | | | | Value of Products Produced by Club Members | | | | | | | | | | |
|-------------------|---|--------|-----|----------|--|------|--------------|-------|----------------|-----------|-----------|--------|-----------|----------|-----------|
| | Number of Boys' and Girls in the Division | Garden | Hog | Poul-try | Fruit | Corn | Cook- ing | Total | Vegeta- ble | Hog | Poultry | Fruit | Corn | Cooking | Total |
| Manila | 9 | 85 | | 6 | | | | 91 | P212.69 | | P350.51 | | | | P563.20 |
| Abra | 69 | 272 | 41 | 491 | 8 | | 41 | 859 | 2,336.33 | P1,385.00 | 2,020.67 | P40.00 | P70.00 | P30.00 | 5,882.00 |
| Albay | 7 | 9 | | 39 | 10 | | 22 | 80 | 33.57 | 234.36 | 10.00 | 15.40 | | | 238.33 |
| Antique | 40 | 47 | | 29 | 17 | | | 11 | 435.03 | | 256.58 | 41.19 | | 50.05 | 782.85 |
| Bataan | | | | | | | | | | | | | | | |
| Batanes | 4 | 84 | 5 | 45 | 5 | | 5 | 149 | 139.00 | 45.00 | 90.00 | 5.00 | 50.00 | | 329.00 |
| Batangas | 96 | 1,060 | 427 | 214 | 30 | 50 | | 1,781 | 2,605.60 | 16,226.64 | 3,816.68 | 363.83 | 183.45 | | 23,177.20 |
| Bohol | 60 | 184 | 43 | 242 | 47 | | 136 | 694 | 1,775.00 | 453.00 | 1,607.00 | 123.00 | 1,890.00 | 234.00 | 6,142.00 |
| Bulacan | 41 | 283 | 34 | 197 | 52 | | 8 | 574 | 2,344.24 | 1,545.58 | 2,079.20 | 200.47 | | | 6,169.49 |
| Cagayan | 82 | 197 | 19 | 448 | 6 | | 1 | 773 | 5,908.44 | 720.00 | 10,249.65 | 150.20 | 25.15 | 1,009.55 | 18,082.99 |
| Camarines | 27 | 181 | | 105 | | | | 334 | 1,490.40 | | 743.60 | | | 466.00 | 2,700.00 |
| Capiz | 40 | 52 | 54 | 227 | 50 | | | 383 | 243.04 | 615.00 | 2,699.72 | 301.39 | | | 3,859.15 |
| Cavite | 18 | 32 | | 48 | 100 | | 25 | 205 | 248.98 | | 477.07 | 38.17 | 107.50 | | 926.72 |
| Cebu | 51 | 249 | 50 | 481 | 48 | | 104 | 944 | 713.66 | 1,157.68 | 4,183.83 | 43.00 | 10,844.06 | 29.60 | 16,961.83 |
| C. L. A. S. I. | 5 | 86 | 14 | 32 | 23 | | 208 | 363 | 425.71 | 286.00 | 417.28 | 10.00 | 100.00 | | 1,238.99 |
| Ilocos Norte | 40 | 246 | 59 | 493 | 43 | | 16 | 857 | 4,046.17 | 1,847.00 | 3,638.29 | 303.96 | 39.00 | | 9,874.42 |
| Ilocos Sur | 74 | 288 | | 22 | | | 6 | 316 | 1,641.73 | | 385.13 | | 17.00 | | 2,043.86 |
| Itolo | 12 | 290 | 12 | 109 | | | | 411 | 1,298.32 | 200.00 | 2,028.75 | | 686.00 | | 4,222.07 |
| Isabela | 26 | 438 | 19 | 64 | | | 35 | 566 | 2,021.00 | 475.00 | 321.50 | | | 140.00 | 2,957.50 |
| Laguna | 32 | 111 | 19 | 169 | | | 7 | 306 | 876.49 | 270.00 | 1,710.93 | 6.00 | | | 2,863.42 |
| Leyte | 39 | 91 | 60 | 57 | 41 | | 237 | 486 | 264.00 | 423.00 | 228.00 | 125.00 | 827.17 | | 1,967.17 |
| Mindoro | 24 | 68 | 25 | 147 | 31 | | 74 | 345 | 297.29 | 730.14 | 1,162.77 | 117.80 | | 197.15 | 2,605.15 |
| Misamis | 18 | 120 | 19 | 32 | | | | 171 | 944.75 | 246.00 | 666.80 | | | | 1,856.55 |
| Mountain | 78 | 717 | | 18 | 15 | | | 750 | 885.90 | 676.00 | | 1.00 | | | 1,582.90 |
| Nueva Ecija | 20 | 541 | 21 | 121 | | | 30 | 813 | 2,864.96 | 543.00 | 468.80 | | 184.00 | | 4,060.76 |
| Nueva Vizcaya | 7 | 20 | 15 | 14 | 12 | | | 61 | 25.26 | 67.00 | 17.50 | 5.00 | | | 114.76 |
| Occidental Negros | 39 | 81 | 72 | 250 | 9 | | 27 | 439 | 779.50 | 1,473.30 | 2,161.85 | 100.00 | 8.00 | | 4,522.65 |
| Oriental Negros | 29 | 266 | 31 | 143 | 105 | | 146 | 691 | 180.76 | 273.80 | 338.26 | 9.00 | 163.60 | | 885.42 |

| | | | | | | | | | | | | | | |
|---------------------------|--------------|---------------|--------------|--------------|--------------|--------------|------------|---------------|------------------|------------------|------------------|-----------------|------------------|-------------------|
| Palawan..... | 42 | 131 | 63 | 178 | 33 | | | 405 | 175.23 | 618.97 | 1,488.78 | 109.21 | | 2,897.19 |
| Pampanga..... | 12 | 198 | | | | | | 198 | 2,354.04 | | | | | 2,354.04 |
| Pangasinan..... | 182 | 628 | 198 | 589 | 223 | 96 | 113 | 1,802 | 10,801.14 | 9,778.17 | 18,068.26 | 1,752.18 | 1,080.67 | 47,900.34 |
| Rizal..... | 156 | 135 | 128 | 67 | 63 | 48 | 47 | 398 | 2,625.42 | 1,590.00 | 404.60 | 814.90 | 215.62 | 6,812.14 |
| Romblon..... | 46 | 153 | 124 | 164 | 31 | | | 472 | 122.40 | 776.00 | 715.23 | 46.00 | | 1,689.68 |
| Samar..... | 96 | 650 | 82 | 221 | 72 | 170 | 35 | 1,240 | 884.00 | 885.00 | 1,642.00 | 350.00 | 260.00 | 4,066.00 |
| Sorsogon..... | 37 | 266 | 22 | 93 | 54 | 52 | | 486 | 1,476.60 | 110.00 | 469.02 | 37.20 | 98.36 | 2,176.16 |
| Surigao..... | 44 | 108 | 60 | 171 | | | 12 | 345 | 206.99 | 697.00 | 550.27 | | | 1,469.92 |
| Tarlac..... | 45 | 308 | 22 | 182 | 37 | 18 | 16 | 531 | 2,095.96 | 378.15 | 2,497.08 | 253.32 | 383.29 | 5,899.96 |
| Tayabas..... | 38 | 568 | 771 | 1,365 | 229 | 73 | 108 | 3,094 | 3,303.28 | 5,230.00 | 4,684.72 | 59.20 | 23.20 | 16,350.55 |
| Union..... | 40 | 783 | | 117 | 182 | | | 1,062 | 5,448.00 | | 1,400.77 | 109.36 | | 8,968.13 |
| Zambales..... | 28 | 51 | 83 | 172 | | | | 306 | 767.75 | 1,489.08 | 1,311.10 | 53.00 | 14.00 | 3,634.93 |
| Normal School..... | 1 | 30 | | | 4 | 18 | | 52 | 106.00 | | | 12.00 | 54.00 | 172.00 |
| Total. | 1,650 | 10,073 | 2,497 | 7,507 | 1,597 | 1,477 | 666 | 23,917 | 65,406.63 | 53,543.51 | 76,267.66 | 5,645.38 | 16,759.37 | 226,855.39 |
| Mindanao and Sulu: | | | | | | | | | | | | | | |
| Agrasan..... | | | | | | | | | | | | | | |
| Bukidnon..... | | | | | | | | | | | | | | |
| Cotabato..... | 6 | 20 | 6 | 3 | 6 | 4 | | 39 | 80.00 | 120.00 | 20.00 | 8.00 | 15.00 | 183.00 |
| Davao..... | 7 | 40 | 4 | 14 | 30 | | | 88 | 253.00 | 402.00 | 520.60 | | 160.00 | 1,315.60 |
| Lanao..... | 36 | 170 | | 6 | 39 | 39 | 80 | 184 | 779.50 | | 10.00 | 154.00 | 1,297.99 | 2,309.39 |
| Sulu..... | 16 | | | | 104 | | | 104 | (*) | (*) | (*) | (*) | (*) | (*) |
| Zamboanga..... | 3 | 6 | 6 | | 7 | | | 19 | 24.00 | 15.00 | | | 20.00 | 59.00 |
| Grand total | 1,718 | 10,309 | 2,513 | 7,530 | 1,746 | 1,567 | 686 | 24,351 | 66,473.13 | 54,080.51 | 76,818.16 | 5,807.88 | 18,252.36 | 230,782.38 |

* Central Luzon Agricultural School.

* Clubs organized late in the year.

| | | | | | | | | | |
|--------------------|-------|---------|--------|---------------------|----|--------------------------------|----------|-------------------|-------------------|
| Oriental Negros | 45 | 822 | 591 | Primo Lim | 12 | Sibulan, Oriental Negros | 25.00 | Poultry raising | 1 |
| Palawan | 341 | 6,710 | 300 | Maximino Gapos | 22 | Cagayanillo, Palawan | 23.00 | Pig raising | |
| Pampanga | | | | Marciano Mangilinan | 15 | Bacolor, Pampanga | 182.71 | Vegetable growing | 22 2 3 1 |
| Pangasinan | 789 | 15,240 | 6,140 | Vicente David | 12 | Mangaldan, Pangasinan | 154.60 | Pig raising | 418 162 61 54 |
| Rizal | 186 | 1,802 | 3,734 | Julian Flores | 16 | Libas, Calocan | 72.00 | Vegetable growing | 32 22 9 7 |
| Romblon | 186 | 1,841 | 75 | Constanza Fotalino | 15 | Odiangan, Romblon | 50.00 | Pig raising | 6 2 |
| Samar | 135 | 1,794 | 3,020 | Anastacio Abayon | 22 | Calbayog, Samar | 60.00 | Poultry raising | 45 12 |
| Sorsogon | 6 | 1,069 | 431 | Pedro Moran | 15 | San Bonifacio, Gubat, Sorsogon | 34.00 | Vegetable raising | 2 |
| Surigao | 128 | 845 | | Ignacio Melo | 15 | Burgos, Tandag, Surigao | 38.00 | Pig raising | 3 |
| Tarlac | 21 | 7,106 | 1,109 | Santiago Briones | 17 | Paniqui, Tarlac | 85.00 | Poultry raising | 30 2 1 |
| Tayabas | 106 | 7,373 | 981 | Cefirino Altez | 13 | Atimonan, Tayabas | 250.00 | Pig raising | 282 211 122 36 |
| Union | | 2,095 | 3,240 | Petronio Dumait | 17 | Bauang, La Union | 125.00 | Poultry raising | 88 2 4 1 |
| Zambales | 190 | 4,268 | 15 | Maxima Gallardo | 18 | Iba, Zambales | 41.00 | Pig raising | 66 |
| Normal School | | | | Pedro Gatabonton | 25 | Candaba, Pampanga | 15.00 | Vegetable growing | |
| Total | 4,052 | 105,556 | 35,296 | | | | 4,636.51 | | 2,382 844 326 197 |
| Mindanao and Sulu: | | | | | | | | | |
| Agusan | | | | | | | | | |
| Bukidnon | | | | | | | | | |
| Cotabato | 6 | 15 | 60 | Quirino Flores | 18 | Ladtingan, Colony No. 1 | 20.00 | Pig raising | 1 |
| Davao | 25 | 288 | | Herculino Gempesao | 12 | Davao, Davao | 172.00 | Pig raising | 4 2 2 3 |
| Lanao | | 24 | 200 | Patricio Dumagat | 17 | Buru'un, Lanao | 200.00 | Corn growing | 11 3 1 2 |
| Sulu | (*) | (*) | 1,040 | Florencio Antonio | 20 | Jovellar, Zamboanga | 4.00 | Corn growing | |
| Zamboanga | 3 | | | | | | | | |
| Grand total | 4,086 | 106,883 | 36,596 | | | | 5,083.41 | | 2,396 849 329 202 |

* Clubs organized late in the year.

† Central Luzon Agricultural School.

The increase in the number of agricultural clubs was 553, the increase in the number of club members was 6,155, and the increase in the value of agricultural-club products was ₱141,746.74 (almost double the production of the previous year). The number of pupils enrolled in the garden contest increased, whereas the number of pupils enrolled in the other four contests decreased. The value of production during 1918-19 in each contest was much in excess of the value of production during 1917-18. In the vegetable and fruit-growing contests the value of production was almost 100 per cent greater; in the hog-raising contest, more than 300 per cent greater; in the poultry-raising contest, nearly 300 per cent greater; and in the corn-growing contest, more than 400 per cent.

No. 16.—*School and Home Gardens*

A table showing, by divisions and for the Islands, the number of school and home gardens, the number of schools with improved grounds, and the number of grounds with permanent fences constructed of wire with concrete or strong wooden posts, for the school year 1918-19.

| Division | Number of Schools with School Gardens | | | | Number of Pupils with Home Gardens | | | | Estimated Area Cultivated by Pupils in the Division (Including both School and Home Gardens) | | | | Number of Pupils Taking Vegetable Gardening | | | | Grounds | | | |
|--------------|---------------------------------------|--------------|-------|-------|------------------------------------|--------------|-------|-----------|--|--------|-------|-------|---|--------|-------|-----|---------|--------|-------|--|
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | Primary | Intermediate | Total | | Primary | Intermediate | Total | | Male | Female | Total | | Male | Female | Total | | Male | Female | Total | |
| Manila | 15 | 6 | 21 | 717 | 180 | 897 | 7 | 71,623.62 | 1,488 | 80 | 1,568 | 945 | 4 | 949 | 2,517 | 12 | 11 | 23 | 11 | |
| Abra | 57 | 2 | 59 | 1,090 | 131 | 1,221 | 69 | 7,962.15 | 1,238 | 29 | 1,267 | 241 | | 241 | 1,508 | 18 | 6 | 24 | 6 | |
| Albay | 123 | 10 | 133 | 3,976 | 308 | 4,284 | 73 | 9,371.44 | 3,795 | 191 | 3,986 | 404 | 20 | 424 | 4,400 | 60 | 21 | 81 | 21 | |
| Antique | 59 | 5 | 64 | 1,697 | 185 | 1,882 | 26 | 2,245.00 | 1,456 | | 1,456 | 133 | | 133 | 1,589 | 82 | 2 | 84 | 2 | |
| Bataan | 13 | 2 | 15 | 743 | 92 | 835 | 10 | 2,237.17 | 743 | | 743 | 92 | | 92 | 835 | 7 | 2 | 9 | 2 | |
| Batanes | 9 | 1 | 10 | 134 | 23 | 157 | 4 | 278.00 | 136 | | 136 | 23 | | 23 | 159 | 3 | 3 | 6 | 3 | |
| Batangas | 131 | 12 | 143 | 4,211 | 659 | 4,870 | 38 | 15,919.06 | 3,998 | | 3,998 | 713 | | 713 | 4,706 | 13 | 8 | 21 | 8 | |
| Bohol | 169 | 14 | 183 | 3,373 | 232 | 3,605 | 68 | 12,424.22 | 3,405 | 84 | 3,489 | 378 | 9 | 387 | 3,876 | 89 | 9 | 98 | 9 | |
| Bulacan | 97 | 16 | 113 | 1,490 | 349 | 1,839 | 18 | 7,416.98 | 1,837 | | 1,837 | 601 | | 601 | 2,438 | 44 | 26 | 70 | 26 | |
| Cagayan | 86 | 15 | 101 | 3,146 | 1,076 | 9,221 | 52 | 30,962.66 | 4,875 | 2,747 | 7,622 | 753 | 331 | 1,084 | 8,706 | 33 | 4 | 37 | 4 | |
| Camarines | 139 | 10 | 149 | 5,520 | 587 | 6,107 | 53 | 10,800.00 | 5,495 | | 5,495 | 570 | | 570 | 6,065 | 31 | 3 | 34 | 3 | |
| Capiz | 130 | 10 | 140 | 1,893 | 236 | 2,129 | 33 | 4,408.62 | 1,961 | | 1,961 | 236 | | 236 | 2,257 | 79 | 7 | 86 | 7 | |
| Cavite | 48 | 10 | 58 | 1,843 | 237 | 2,080 | 8 | 6,230.51 | 1,303 | | 1,303 | 316 | | 316 | 1,619 | 25 | 9 | 34 | 9 | |
| Cebu | 228 | 20 | 248 | 7,651 | 514 | 8,165 | 28 | 15,035.00 | 3,649 | 761 | 4,410 | 540 | 68 | 608 | 5,018 | 80 | 26 | 106 | 26 | |
| C. L. A. S. | 2 | 2 | 4 | | 172 | 172 | 26 | 5,641.43 | | | | 172 | | | 172 | 1 | 1 | 2 | 1 | |
| Ilocos Norte | 127 | 8 | 135 | 2,010 | 215 | 2,225 | 20 | 2,820.72 | 2,255 | | 2,255 | 280 | | 280 | 2,535 | 43 | 5 | 48 | 5 | |
| Ilocos Sur | 98 | 10 | 108 | 2,768 | 301 | 3,069 | 42 | 5,823.72 | 2,671 | | 2,671 | 478 | | 478 | 3,149 | 49 | 6 | 55 | 6 | |
| Iloilo | 177 | 21 | 198 | 4,387 | 1,072 | 5,459 | 78 | 6,720.54 | 4,274 | | 4,274 | 1,336 | | 1,336 | 5,610 | 101 | 27 | 128 | 27 | |
| Isabela | 68 | 4 | 72 | 1,509 | 260 | 1,769 | 12 | 5,498.53 | 1,509 | | 1,509 | 260 | | 260 | 1,769 | 16 | 1 | 17 | 1 | |
| Laguna | 65 | 17 | 82 | 2,992 | 684 | 3,676 | 26 | 7,546.47 | 2,523 | | 2,523 | 682 | | 682 | 3,185 | 36 | 1 | 37 | 1 | |

| | | | | | | | | | | | | | | |
|--------------------|-------|-----|-------|---------|--------|---------|-------|------------|---------|-------|---------|--------|-------|-----|
| Levite | 231 | 25 | 254 | 3,383 | 501 | 3,884 | 25 | 3,880.97 | 4,979 | 630 | 630 | 5,609 | 87 | 18 |
| Mindoro | 49 | 7 | 58 | 1,141 | 217 | 1,358 | 18 | 1,358.45 | 1,141 | 217 | 217 | 1,358 | 12 | 10 |
| Misamis | 89 | 4 | 98 | 1,317 | 104 | 1,421 | 42 | 1,421.75 | 2,149 | 214 | 214 | 2,149 | 9 | 5 |
| Mountain | 106 | 4 | 109 | 1,222 | 170 | 1,392 | 109 | 1,392.73 | 3,453 | 380 | 380 | 3,453 | 19 | 6 |
| Nueva Ecija | 112 | 9 | 121 | 1,408 | 411 | 1,819 | 32 | 1,819.88 | 1,990 | 390 | 390 | 2,406 | 29 | 8 |
| Nueva Vizcaya | 22 | 2 | 24 | 637 | 61 | 698 | 32 | 2,575.16 | 689 | 131 | 820 | 61 | 15 | 6 |
| Occidental Negros | 82 | 19 | 101 | 3,579 | 988 | 4,567 | 40 | 2,018.75 | 1,890 | 502 | 602 | 2,392 | 32 | 21 |
| Oriental Negros | 116 | 10 | 126 | 2,151 | 211 | 2,362 | 32 | 1,870.57 | 3,240 | 275 | 3,565 | 267 | 19 | 10 |
| Palawan | 41 | 5 | 46 | 1,043 | 112 | 1,155 | 13 | 1,542.03 | 1,114 | 112 | 112 | 1,226 | 7 | 4 |
| Pampanga | 87 | 13 | 100 | 1,562 | 282 | 1,844 | 17 | 11,282.35 | 1,822 | 132 | 1,954 | 444 | 22 | 15 |
| Pangasinan | 192 | 33 | 225 | 5,791 | 1,000 | 6,791 | 148 | 44,312.87 | 6,168 | 708 | 6,876 | 1,186 | 47 | 21 |
| Rizal | 56 | 9 | 65 | 1,798 | 375 | 2,173 | 28 | 5,130.60 | 1,893 | 407 | 2,340 | 36 | 12 | 12 |
| Romblon | 38 | 4 | 42 | 3,132 | 501 | 3,633 | 19 | 3,085.89 | 1,892 | 319 | 319 | 2,241 | 8 | 2 |
| Samar | 175 | 10 | 185 | 3,168 | 625 | 3,793 | 136 | 4,200.08 | 3,015 | 220 | 3,235 | 3,664 | 56 | 16 |
| Sorsogon | 87 | 6 | 93 | 1,112 | 156 | 1,268 | 18 | 8,171.13 | 1,681 | 166 | 1,847 | 1,837 | 18 | 13 |
| Surigao | 36 | 4 | 40 | 540 | 37 | 577 | 15 | 388.31 | 180 | 8 | 188 | 225 | 20 | 3 |
| Tarlac | 106 | 10 | 116 | 3,961 | 423 | 4,384 | 23 | 26,724.64 | 3,292 | 230 | 3,512 | 3,935 | 61 | 22 |
| Tayabas | 110 | 17 | 127 | 6,736 | 1,146 | 7,882 | 42 | 8,335.89 | 3,297 | 906 | 4,203 | 39 | 9 | 9 |
| Union | 61 | 14 | 75 | 1,471 | 894 | 2,365 | 67 | 11,166.82 | 1,471 | 894 | 894 | 2,365 | 32 | 13 |
| Zambales | 57 | 5 | 62 | 1,406 | 113 | 1,519 | 19 | 4,464.38 | 1,976 | 47 | 2,025 | 2,282 | 17 | 2 |
| Normal School | 1 | 1 | 2 | 12 | 26 | 38 | 2 | 807.34 | 53 | 138 | 138 | 191 | 1 | 1 |
| Total | 3,716 | 406 | 4,122 | 101,777 | 16,216 | 117,993 | 1,568 | 338,788.36 | 96,783 | 5,956 | 102,739 | 17,423 | 660 | 411 |
| Mindanao and Sulu: | | | | | | | | | | | | | | |
| Agusan | 32 | 3 | 35 | 400 | 44 | 444 | 6 | 1,780.75 | 1,632 | 1,142 | 2,804 | 71 | 13 | 84 |
| Bukidnon | 52 | 1 | 53 | 203 | 12 | 215 | 253 | 34,795.08 | 2,626 | 186 | 2,812 | 57 | 3 | 60 |
| Cotabato | 33 | 3 | 36 | 487 | 19 | 506 | 42 | 4,121.05 | 1,297 | 53 | 1,350 | 48 | 4 | 52 |
| Davao | 25 | 2 | 27 | 487 | 19 | 506 | 8 | 9,455.17 | 1,497 | 17 | 1,514 | 19 | 2 | 19 |
| Lanao | 34 | 1 | 35 | 801 | 49 | 850 | 35 | 9,701.26 | 1,497 | 86 | 1,583 | 39 | 30 | 69 |
| Sulu | 32 | | 32 | 152 | | 152 | 3 | 1,150.00 | 2,065 | | 2,066 | | 9 | 3 |
| Zamboanga | 42 | 3 | 45 | 622 | 138 | 760 | 2 | 908.01 | 878 | | 196 | | 1,071 | 3 |
| Grand total | 3,966 | 419 | 4,385 | 104,442 | 16,533 | 120,975 | 1,918 | 400,604.66 | 107,238 | 7,463 | 114,761 | 17,848 | 712 | 487 |

¹ Central Luzon Agricultural School

To meet the demand for increased food production, 353 more schools cultivated school gardens and 17,195 more pupils cultivated home gardens during 1918-19 than during 1917-18. The total area of gardens cultivated by pupils was 266 hectares greater during 1918-19 than during 1917-18.

No. 17.—*Garden Days*

A table showing, by divisions and for the Islands, the number of garden days for the school year 1918-19.

| Division | Number of Garden Days Held | Number of Pupils Exhibiting Products | Number of Farmers Exhibiting Products | Number of Garden Days at Which Other Bureaus, Organizations, or Firms Were Represented with Booths | | | |
|--------------------------|----------------------------|--------------------------------------|---------------------------------------|--|--------------------|------------------|---------------|
| | | | | Bureau of Agriculture | Bureau of Forestry | Bureau of Health | Other Bureaus |
| Manila | 1 | 757 | | | 1 | 1 | 1 |
| Abra | 22 | 1,220 | 304 | 1 | | | |
| Albay | 21 | 4,864 | 1,413 | | | | |
| Antique | 14 | 3,387 | 1,154 | 1 | | | |
| Bataan | 10 | 513 | 112 | 2 | 5 | 1 | 4 |
| Batanes | | | | | | | |
| Batangas | 32 | 5,059 | 927 | 3 | | 2 | |
| Bohol | 97 | 8,733 | 4,603 | | 2 | 3 | |
| Bulacan | 23 | 6,508 | 455 | 1 | | 1 | |
| Cagayan | 37 | 7,759 | 379 | 9 | 2 | 6 | 5 |
| Camarines | 71 | 5,600 | 860 | | | | |
| Capiz | 37 | 6,188 | 633 | 5 | | 4 | |
| Cavite | 18 | 2,010 | 235 | | | | |
| Cebu | 80 | 11,358 | 1,373 | 4 | | 6 | 1 |
| C. L. A. S. ¹ | | | | | | | |
| Ilocos Norte | 16 | 2,111 | 253 | 1 | | | |
| Ilocos Sur | 29 | 2,711 | 1,092 | 12 | 1 | 4 | |
| Iloilo | 25 | 2,560 | 288 | 2 | | | |
| Isabela | 13 | 1,515 | 161 | 2 | | 2 | 2 |
| Laguna | 35 | 6,216 | 644 | 3 | 2 | 1 | |
| Leyte | 87 | 4,635 | 547 | 1 | | 2 | 1 |
| Mindoro | 2 | 1,015 | 85 | 2 | | | |
| Misamis | 19 | 985 | 368 | 2 | | 2 | |
| Mountain | 11 | 570 | 79 | 2 | | 1 | |
| Nueva Ecija | 23 | 1,951 | 202 | 8 | | 3 | |
| Nueva Vizcaya | 6 | 854 | 539 | 1 | | 1 | |
| Occidental Negros | 27 | 6,166 | 275 | 1 | 2 | 4 | |
| Oriental Negros | 31 | 4,643 | 427 | 2 | | 2 | |
| Palawan | 10 | 473 | 316 | | | | |
| Pampanga | 22 | 4,013 | 204 | | | 3 | |
| Pangasinan | 52 | 9,656 | 1,616 | 7 | 1 | 7 | |
| Rizal | 28 | 5,488 | 301 | 7 | 5 | 11 | |
| Romblon | 25 | 2,715 | 352 | | | | 1 |
| Samar | 76 | 5,200 | 1,320 | 1 | 1 | 1 | |
| Sorsogon | 35 | 6,140 | 853 | 1 | | 1 | |
| Surigao | 15 | 1,381 | 164 | | | 1 | |
| Tarlac | 25 | 2,892 | 462 | 5 | 4 | | |
| Tayabas | 61 | 8,938 | 2,609 | 1 | | 7 | 1 |
| Union | 14 | 5,916 | 545 | 2 | | 1 | |
| Zambales | 14 | 2,323 | 752 | 7 | | 7 | 1 |
| Normal School | 1 | 215 | | | | | |
| Total | 1,165 | 155,233 | 26,902 | 96 | 26 | 85 | 17 |
| Mindanao and Sulu: | | | | | | | |
| Agusan | | | | | | | |
| Bukidnon | 21 | 1,213 | 110 | | | | |
| Cotabato | 3 | 62 | 32 | 1 | | 2 | 2 |
| Davao | 22 | 199 | 58 | | | | |
| Lanao | 3 | 839 | 520 | | | | |
| Sulu | 14 | 839 | 124 | | | 1 | |
| Zamboanga | 2 | 518 | 335 | | | 1 | 2 |
| Grand total | 1,230 | 155,903 | 28,081 | 97 | 26 | 89 | 21 |

¹ Central Luzon Agricultural School.

While there were fewer garden-day celebrations during 1918-19, the number of pupils who exhibited products at these celebrations increased by 15,834. The number of farmers who exhibited products at these celebrations decreased by 11,009.

No. 18.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1918-19.

| Division | Number of Schools with Nurseries | | | | Nurseries | | | | | | |
|--------------------------|----------------------------------|--------------|-----------|-------|--|--|--|--|--|--|---|
| | Primary | Intermediate | Secondary | Total | Number of Fruit Trees Distributed to People of Community | Number of Other Trees Distributed to People of Community | Number of Ornamental Plants Distributed to People of Community | Number of Fruit Trees Planted by Pupils at Their Homes | Number of Other Trees Planted by Pupils at Their Homes | Number of Ornamental Plants Set out by Pupils at Their Homes | Number of All Kinds of Trees in Nursery at End of School Year |
| Manila | | | | | | | | 346 | 88 | 229 | |
| Abra | 19 | 1 | | 20 | 433 | 109 | 3,212 | 2,134 | 1,064 | 398 | 874 |
| Albay | 19 | 4 | 1 | 24 | 4,426 | 2,516 | 2,797 | 18,150 | 1,655 | 3,359 | 419 |
| Antique | 16 | 3 | | 19 | 1,367 | 1,761 | 253 | 6,483 | 1,116 | 243 | 818 |
| Bataan | 14 | 2 | | 16 | 6,099 | 575 | 142 | 21,983 | 1,160 | 1,556 | 5,727 |
| Batanes | | | | | | | | 200 | 150 | 87 | |
| Batangas | 91 | 10 | | 101 | 6,560 | 2,478 | 1,839 | 9,404 | 3,814 | 2,921 | 12,547 |
| Bohol | 16 | 7 | | 23 | 431 | 195 | 1,213 | 1,322 | 672 | 577 | 212 |
| Bulacan | 15 | 4 | | 19 | 270 | 100 | 100 | 6,417 | 1,194 | 1,718 | 180 |
| Cagayan | 53 | 12 | | 65 | 3,060 | 2,313 | 2,252 | 7,329 | 1,282 | 1,091 | 815 |
| Camarines | 32 | 5 | | 37 | 1,300 | 525 | 170 | 5,280 | 2,490 | 1,020 | 1,400 |
| Capiz | 55 | 9 | | 64 | 2,685 | 882 | 918 | 9,047 | 4,267 | 3,819 | 1,903 |
| Cavite | 5 | 4 | | 9 | 5,315 | 500 | 2,601 | 6,005 | 315 | 597 | 260 |
| Cebu | 125 | 15 | | 140 | 3,337 | 1,498 | 1,449 | 15,943 | 14,431 | 5,479 | 3,970 |
| C. L. A. S. ¹ | | 2 | | 2 | 2,565 | 800 | 200 | 100 | 80 | 1,000 | 2,874 |
| Ilocos Norte | 10 | 9 | | 19 | 1,330 | 310 | 500 | 3,400 | 2,200 | 1,200 | 765 |
| Ilocos Sur | 11 | 4 | | 15 | 887 | 148 | 1,075 | 3,105 | 1,461 | 1,022 | 688 |
| Iloilo | 17 | 9 | | 26 | 1,115 | 240 | 379 | 5,320 | 1,222 | 1,415 | 835 |
| Isabela | 12 | 2 | | 14 | 650 | 85 | 43 | 8,510 | 514 | 537 | 334 |
| Laguna | 8 | 5 | | 13 | 415 | 162 | 175 | 8,725 | 1,041 | 406 | 431 |
| Leyte | 35 | 16 | | 51 | 466 | 309 | 450 | 16,480 | 1,970 | 1,600 | 2,098 |
| Mindoro | 12 | 7 | 1 | 20 | 1,200 | 650 | 825 | 26,097 | 1,530 | 1,894 | 324 |
| Misamis | 5 | 3 | | 8 | 160 | | 200 | 846 | 219 | 104 | 222 |
| Mountain | 4 | | | 4 | 253 | | 8 | 2,517 | 1,562 | 57 | 135 |
| Nueva Ecija | 2 | 1 | | 3 | 405 | | | 2,641 | 1,229 | 255 | 86 |
| Nueva Vizcaya | 20 | 1 | | 21 | 836 | 295 | 475 | 1,137 | 408 | 777 | 252 |
| Occidental Negros | 31 | 11 | | 42 | 1,184 | 10,123 | 479 | 31,101 | 5,085 | 2,470 | 802 |
| Oriental Negros | 8 | 2 | | 10 | 225 | 184 | 278 | 1,757 | 460 | 446 | 6 |
| Palawan | 6 | 3 | | 9 | 731 | 185 | 373 | 1,203 | 846 | | 290 |
| Pampanga | 2 | | | 2 | 35 | 10 | 365 | 4,399 | 1,594 | 1,023 | 287 |
| Pangasinan | 43 | 21 | | 64 | 4,265 | 1,279 | 2,660 | 37,109 | 11,779 | 6,498 | 2,725 |
| Rizal | 4 | 6 | | 10 | 1,854 | 543 | 162 | 7,341 | 825 | 1,824 | 1,485 |
| Romblon | | 1 | | 1 | 60 | | | 2,316 | 124 | 551 | 1,792 |
| Samar | 8 | 7 | | 15 | 5,200 | 1,400 | 65 | 3,960 | 1,042 | 416 | 460 |
| Sorsogon | 17 | 2 | 1 | 20 | 1,758 | 532 | 309 | 2,610 | 388 | 997 | 1,373 |
| Surigao | | 1 | | 1 | | | 3 | | 5 | 22 | 17 |
| Tarlac | 40 | 4 | | 44 | 3,005 | 476 | 430 | 9,270 | 2,313 | 4,405 | 71 |
| Tayabas | 41 | 14 | | 55 | 3,923 | 245 | 488 | 59,224 | 3,121 | 1,853 | 1,328 |
| Union | 40 | 14 | | 54 | 5,515 | 1,473 | 110 | 147,186 | 11,623 | 3,277 | 4,725 |
| Zambales | 39 | 6 | | 45 | 3,305 | 537 | 1,382 | 18,846 | 1,098 | 1,019 | 1,845 |
| Normal School | 1 | 1 | 1 | 3 | 7 | 20 | 69 | 26 | 43 | 459 | 27 |
| Total | 876 | 228 | 4 | 1,108 | 76,532 | 33,448 | 34,647 | 505,267 | 86,929 | 58,616 | 54,437 |
| Mindanao and Sulu: | | | | | | | | | | | |
| Agusan | 4 | 1 | | 5 | 215 | 100 | 50 | 1,936 | 841 | 1,802 | 150 |
| Bukidnon | 20 | 1 | | 21 | | | | | | | |
| Cotabato | 3 | | | 3 | 1,600 | 100 | 1,000 | 545 | 32 | 10 | 20,840 |
| Davao | 23 | 1 | | 24 | 579 | 87 | 72 | 725 | 140 | 148 | 2,102 |
| Lanao | 10 | | | 10 | 2,345 | 500 | 2,280 | 2,290 | 200 | 280 | 2,060 |
| Sulu | | 1 | | 1 | | | | 400 | 250 | | |
| Zamboanga | | | | | | | | | | | |
| Grand total | 936 | 232 | 4 | 1,172 | 81,271 | 34,235 | 38,049 | 511,163 | 88,392 | 60,856 | 79,089 |

¹ Central Luzon Agricultural School.

During 1918-19 there were 29 less school nurseries in operation than during 1917-18. Fewer fruit trees were distributed during 1918-19, but the total number of other trees distributed was greater. Pupils planted many more trees at home during 1918-19 than during 1917-18.

No. 19.—Industrial Production, 1919

| Division | Embroidery | | | Lace | | | Basketry | | |
|-------------------|------------------|-------------------|----------------|------------------|-------------------|----------------|------------------|-------------------|----------------|
| | Number of Pupils | | | Number of Pupils | | | Number of Pupils | | |
| | Primary | Interme- diate | Second- ary | Primary | Interme- diate | Second- ary | Primary | Interme- diate | Second- ary |
| Manila | 2,724 | 1,918 | | 390 | | | 1,964 | 1,301 | |
| Alaba | 212 | 103 | 28 | 114 | | | 330 | 88 | 17 |
| Albay | 424 | 270 | | 461 | 187 | | 1,206 | 100 | |
| Antique | 871 | 269 | | | | | 1,312.67 | 248 | |
| Bataan | 338 | 86 | | | | | 1,720.45 | 1,648 | |
| | | | | | | | 679.90 | 250 | 128 |
| Batanes | | | | 90 | 32 | | | | |
| Batangas | 567 | 234 | | 776 | 343 | | 460.30 | 89 | 62 |
| Bohol | 1,061 | 281 | 33 | 419 | 113 | | 3,061.59 | 488 | 206 |
| Bulacan | 1,028 | 531 | | | | | 22.01 | 743 | 715 |
| Cagayan | 800 | 353 | 27 | | | | 1,915 | 262 | |
| | | | | | | | 5,387.49 | 40 | 50 |
| Camarines | 941 | 304 | | 136 | 63 | | 170.64 | 279 | 113 |
| Capiz | 1,644 | 598 | 14 | 8 | 30 | | 80.40 | 2,363 | 311 |
| Cavite | 1,166 | 303 | 40 | | | | | 827 | 98 |
| Cebu | 809 | 627 | | 882 | 224 | | 249.86 | 4,092 | 708 |
| Ilocos Norte | 1,384 | 952 | 140 | 1,080 | 529 | | 898.33 | 1,972 | 490 |
| Ilocos Sur | 1,206 | 492 | 96 | 78 | 37 | | 6.50 | 1,333 | 409 |
| Iloilo | 2,694 | 1,087 | 93 | | | | | 3,375 | 868 |
| Isabela | | | | 249 | 115 | | 311.51 | 233 | |
| Laguna | 1,026 | 649 | | | | | | 1,963 | 51 |
| Leyte | 891 | 429 | 88 | 3,423 | 684 | | 2,868.43 | 4,211 | 100 |
| Mindoro | 113 | 75 | | 135 | 59 | | 214.67 | 105 | |
| Misamis | 694 | 177 | | 199 | 12 | | 155.37 | 343 | 91 |
| Mountain | 1 | 47 | 5 | 121 | 26 | | 427.34 | 215 | 24 |
| Nueva Ecija | 644 | 238 | | 289 | 47 | | 333.08 | 1,095 | 107 |
| Nueva Vizcaya | | 39 | | 168 | 107 | | 156.91 | | 56 |
| Occidental Negros | 1,894 | 574 | 8 | 276 | 181 | 5 | 585.29 | 2,919 | 168 |
| Oriental Negros | 989 | 382 | 22 | 313 | 105 | | 1,100.22 | 46 | |
| Palawan | 53 | 3 | | 68 | 53 | | 844.67 | 370 | 40 |
| Pampanga | 249 | 137 | | 1,100.70 | 484 | | 1,374.16 | 449 | |
| Pangasinan | 595 | 915 | 30 | 5,841.80 | 2,141 | 226 | 2,014.59 | 2,779 | 380 |
| Rizal | 1,069 | 361 | | 838.85 | | | | 1,253 | 176 |
| Romblon | 133 | 178 | | 468.00 | 108 | | 1,775.77 | 210 | 69 |
| Samar | 60 | 200 | | 796.82 | 113 | | 4,283.81 | 500 | 100 |

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| | | | | | | | | | | | |
|---------------|--------|--------|-----|-----------|--------|-------|-----|-----------|--------|-------|-----------|
| Sorsogon | 216 | 111 | 17 | 49.26 | 679 | 112 | 4 | 1,467.61 | 502 | 132 | 1,969.24 |
| Surigao | 389 | 101 | --- | 372.01 | --- | --- | --- | --- | 791 | 28 | 465.70 |
| Tarlac | 594 | 220 | --- | 441.88 | 83 | 16 | --- | 122.78 | 477 | 154 | 715.14 |
| Tayabas | 275 | 265 | --- | 670.50 | 596 | 111 | --- | 492.65 | 3,408 | 103 | 1,904.20 |
| Union | 844 | 671 | --- | 1,081.07 | --- | 164 | --- | 213.69 | 585 | --- | 1,442.08 |
| Zambales | 218 | 140 | --- | 794.43 | 213 | 246 | --- | 565.87 | 729 | 141 | 1,142.44 |
| Normal School | 67 | 107 | 28 | 137.05 | --- | 28 | 11 | (*) | 53 | 26 | 48.20 |
| Trade School | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Agusan | 44 | 46 | --- | 179.27 | --- | --- | --- | --- | 260 | --- | 388.17 |
| Bukidnon | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cotabato | 6 | --- | --- | a | --- | --- | --- | --- | --- | --- | --- |
| Davao | 3 | 2 | --- | 71.61 | --- | --- | --- | --- | 80 | --- | 8.10 |
| Iloilo | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Isabela | 20 | 6 | --- | 54.89 | 26 | 24 | --- | 44.77 | 24 | --- | 53.58 |
| Sulu | --- | --- | --- | --- | --- | --- | --- | --- | 56 | --- | 2.96 |
| Zamboanga | 81 | 6 | --- | (*) | 81 | 51 | --- | (*) | 281 | --- | 190.79 |
| Totals | 23,886 | 14,531 | 664 | 50,603.52 | 14,504 | 4,511 | 20 | 25,686.90 | 46,575 | 8,106 | 48,787.50 |

*Not reported.

No. 19.—*Industrial Production, 1919*—Continued

| Division | Trade Schools or Provincial Shops | | | All Others | | | Total | |
|-------------------|-----------------------------------|-----------|-----------------|------------------|-----------|-----------------|------------|-----------|
| | Number of Pupils | | Value of Output | Number of Pupils | | Value of Output | Enrollment | Output |
| | Inter-mediate | Secondary | | Inter-mediate | Secondary | | | |
| Manila | ..... | ..... | ..... | 12,701 | 3,989 | P1,610.28 | 26,103 | 2,614.54 |
| Alba | ..... | ..... | ..... | 1,817 | 244 | 3,177.62 | 2,994 | 4,148.38 |
| Albay | 112 | ..... | P7,543.48 | 1,688 | 614 | 6,834.69 | 5,083 | 12,961.43 |
| Antique | 138 | ..... | 3,263.34 | 4,159 | 518 | 2,453.81 | 7,869 | 6,729.33 |
| Bataan | 73 | ..... | 768.30 | 1,116 | 178 | 1,577.12 | 2,168 | 4,021.56 |
| Batanes | 15 | ..... | 151.62 | 200 | ..... | 6.55 | 488 | 460.30 |
| Batangas | 31 | ..... | 12,013.42 | 8,066 | 1,262 | 5,538.91 | 12,176 | 18,486.90 |
| Bohol | 162 | ..... | 7,735.26 | 8,021 | 698 | 9,817.64 | 12,373 | 24,393.35 |
| Bulacan | ..... | ..... | 2,214.60 | 5,698 | 1,484 | 4,249.52 | 11,226 | 9,883.57 |
| Cagayan | 73 | ..... | 5,418.50 | 2,254 | 744 | 494.16 | 4,441 | 22,799.18 |
| Camarines | 124 | ..... | 10,016.84 | 3,755 | 741 | 4,842.37 | 6,522 | 13,682.65 |
| Capiz | 44 | ..... | 999.85 | 1,232 | ..... | 16,030.27 | 17,080 | 31,882.70 |
| Cavite | 133 | ..... | 6,034.21 | 2,444 | 705 | 4,804.56 | 5,816 | 13,129.08 |
| Cebu | 165 | ..... | 24,895.24 | 8,363 | 1,497 | 11,002.47 | 17,439 | 29,135.81 |
| Ilocos Norte | 107 | ..... | 5,676.79 | 10,477 | 1,834 | 3,561.82 | 19,375 | 9,309.14 |
| Ilocos Sur | 110 | 3 | 8,404.72 | 8,523 | 1,296 | 835.10 | 13,850 | 9,428.75 |
| Iloilo | 140 | ..... | 18,856.79 | 8,556 | 2,437 | 1,692.03 | 19,766 | 24,186.17 |
| Isabela | 56 | ..... | 1,594.75 | 1,920 | 244 | 2,568.50 | 2,817 | 4,548.41 |
| Laguna | 97 | ..... | 5,825.95 | 5,258 | 1,142 | 7,803.30 | 10,660 | 14,135.87 |
| Leyte | 137 | ..... | 55,026.23 | 22,037 | 2,596 | 8,929.60 | 35,108 | 45,161.04 |
| Mindoro | 24 | ..... | 891.66 | 2,450 | 181 | 1,390.90 | 3,142 | 3,776.78 |
| Misamis | 33 | ..... | 2,097.09 | 6,964 | 383 | 1,480.37 | 8,981 | 2,700.61 |
| Mountain | ..... | ..... | ..... | 477 | 163 | 5,755.59 | 1,121 | 9,826.11 |
| Nueva Ecija | 55 | ..... | 2,642.74 | 7,593 | 685 | 2,928.77 | 10,910 | 9,201.73 |
| Nueva Vizcaya | 53 | ..... | 996.10 | 1,286 | 292 | 1,425.30 | 2,006 | 3,620.23 |
| Occidental Negros | 80 | ..... | 1,203.02 | 11,372 | 1,414 | 5,506.20 | 19,600 | 16,606.67 |
| Oriental Negros | 38 | ..... | 11,068.47 | 5,423 | 1,027 | 5,821.65 | 8,351 | 14,129.71 |
| Palawan | 49 | ..... | 2,690.04 | 873 | 71 | 1,713.31 | 1,593 | 5,482.99 |
| Pampanga | 44 | ..... | 8,553.99 | 2,892 | 368 | 4,663.82 | 5,345 | 16,560.75 |
| Pangasinan | 187 | ..... | 5,706.92 | 13,836 | 2,526 | 22,724.98 | 24,612 | 49,842.84 |
| Rizal | 83 | ..... | 293.75 | 5,477 | 838 | 11,059.45 | 9,408 | 13,988.34 |
| Romblon | ..... | ..... | 3,257.75 | 1,182 | 265 | 5,238.83 | 2,363 | 9,131.29 |

| | | | | | | | |
|----------------|-------|-----------|------------|---------|-----------|---------|------------|
| Samar..... | 79 | 15,832.50 | 16,809 | 728 | 2,287.06 | 19,255 | 22,509.54 |
| Sorsogon..... | 39 | 6,998.40 | 11,345 | 557 | 9,807.08 | 13,819 | 16,435.09 |
| Surigao..... | 16 | 373.16 | 3,726 | 264 | 719.81 | 5,326 | 1,626.06 |
| Tarlac..... | 64 | 315.59 | 5,565 | 493 | 2,929.36 | 7,941 | 7,382.42 |
| Tayabas..... | | 3,651.80 | 3,718 | 1,073 | 9,419.66 | 9,798 | 14,530.07 |
| Union..... | 93 | 10,540.28 | 4,414 | 1,270 | 10,544.54 | 8,273 | 19,068.10 |
| Zambales..... | 70 | 3,445.59 | 2,346 | 615 | 2,766.70 | 4,770 | 6,061.97 |
| Normal School | | | 232 | 274 | 449.52 | 996 | 634.77 |
| Trade School | | 755 | 35,686.96 | 141 | 4,442.22 | 755 | 35,686.96 |
| Agusan..... | | | 525 | | | 1,016 | 4,967.66 |
| Bukidnon..... | | | 42 | 3 | | 51 | |
| Cotabato..... | | | 262 | 7 | 83.28 | 364 | 162.99 |
| Davao..... | | | | | | | |
| Lanao..... | | | 426 | 60 | 402.73 | 616 | 514.55 |
| Sulu..... | 94 | 15,701.17 | 233 | 34 | 732.71 | 367 | 735.66 |
| Zamboanga..... | | | 834 | 114 | 438.25 | 1,522 | 16,330.21 |
| Totals..... | 2,847 | 758 | 305,380.65 | 233,107 | 37,200 | 816 | 212,653.41 |
| | | | | | | 406,180 | 581,609.27 |

No value of output is given for cooking nor for any exercise work.

No. 20.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year 1918-19.

| Division | Form of Donation | | | | | Amount Devoted to— | | | | | Balance on Hand | Total |
|-------------------|------------------|------------|------------|------------|---------------|--------------------|-----------------------|------------|------------|---------------|-----------------|-------------|
| | Money | Materials | Labor | Land | Miscellaneous | Salaries | Buildings and Grounds | Libraries | Athletics | Miscellaneous | | |
| Pangasinan | \$81,124.31 | \$3,834.20 | \$2,716.03 | \$1,750.00 | \$1,806.32 | \$36,353.62 | \$9,799.60 | \$5,428.76 | \$9,218.77 | \$8,546.21 | \$21,883.90 | \$91,230.96 |
| Ilocos Sur | 38,776.18 | 565.57 | 753.92 | 465.00 | 15.00 | 15,597.89 | 2,544.88 | 3,556.42 | 3,523.64 | 6,334.27 | 9,919.57 | 41,575.67 |
| Surigao | 2,247.21 | 12,098.00 | 15,930.00 | 8,320.00 | 38,596.21 | 38,596.21 | 35,483.00 | 15.00 | 321.00 | 44.43 | 2,731.78 | 38,596.21 |
| Laguna | 23,644.94 | 7,512.21 | 1,965.00 | 2,835.00 | 1,614.53 | 588.23 | 20,141.75 | 3,347.72 | 3,408.36 | 7,974.13 | 2,111.49 | 37,571.68 |
| Tayabas | 24,213.36 | 4,943.30 | 2,033.73 | 1,276.00 | 4,606.89 | 14,222.96 | 9,207.02 | 1,343.14 | 2,174.12 | 6,111.64 | 4,013.40 | 37,072.28 |
| Union | 27,716.27 | 1,336.00 | 1,142.23 | 500.00 | 242.52 | 16,148.52 | 3,618.15 | 1,882.07 | 1,283.80 | 3,622.23 | 4,382.31 | 30,397.06 |
| Bulacan | 13,458.66 | 1,769.15 | 803.80 | 11,382.00 | 1,326.74 | 28,740.35 | 19,310.74 | 2,360.43 | 2,730.08 | 2,922.94 | 1,416.16 | 28,740.35 |
| Tarlac | 17,449.44 | 1,726.59 | 1,333.80 | 2,170.00 | 2,333.53 | 7,126.20 | 4,403.73 | 1,340.62 | 1,996.68 | 5,587.79 | 4,589.34 | 25,013.36 |
| Cebu | 19,477.66 | 2,770.00 | 1,462.00 | 790.00 | 65.00 | 24,564.66 | 5,062.00 | 3,409.83 | 6,069.66 | 3,061.60 | 6,381.47 | 24,564.66 |
| Capiz | 12,882.36 | 3,783.58 | 2,826.30 | 1,957.00 | 2,650.20 | 1,494.34 | 11,143.09 | 2,735.01 | 3,613.42 | 4,204.93 | 919.25 | 24,110.04 |
| Leyte | 11,375.93 | 5,034.70 | 3,983.45 | 255.00 | 1,528.23 | 1,831.00 | 8,596.70 | 3,312.85 | 5,129.95 | 1,670.57 | 1,536.24 | 22,177.31 |
| Bohol | 4,973.98 | 4,836.00 | 5,604.60 | 1,610.00 | 2,489.18 | 1,962.10 | 12,050.88 | 2,193.30 | 1,602.46 | 1,744.78 | 860.24 | 19,513.76 |
| Isabela | 10,254.84 | 2,910.00 | 1,950.00 | 280.00 | 3,780.00 | 3,325.00 | 8,516.12 | 1,032.80 | 1,725.40 | 3,686.71 | 899.81 | 19,184.84 |
| Misamis | 4,825.00 | 4,290.00 | 4,950.00 | 3,880.00 | 7,115.00 | 1,831.00 | 14,680.00 | 404.00 | 845.00 | 745.00 | 655.00 | 18,660.00 |
| Iloilo | 9,454.36 | 4,081.65 | 2,702.50 | 1,306.00 | 589.46 | 2,972.24 | 7,611.50 | 1,375.18 | 2,210.55 | 3,156.67 | 807.83 | 18,132.97 |
| Pampanga | 12,870.58 | 798.21 | 391.00 | 418.10 | 2,023.50 | 463.80 | 2,693.00 | 1,986.96 | 3,876.56 | 3,729.70 | 3,751.37 | 16,601.39 |
| Batangas | 14,750.71 | 695.58 | 414.60 | 2,290.00 | 628.50 | 2,974.00 | 2,805.76 | 2,810.91 | 3,590.38 | 2,369.42 | 1,988.92 | 16,489.39 |
| Agusan | 2,309.15 | 7,730.00 | 3,220.00 | 2,290.00 | 343.00 | 15,802.15 | 14,951.90 | 92.50 | 130.00 | 515.50 | 112.25 | 15,802.15 |
| Cagayan | 9,288.06 | 1,312.28 | 1,043.60 | 350.00 | 719.87 | 12,713.81 | 2,790.96 | 1,963.20 | 2,969.30 | 3,669.39 | 1,920.97 | 12,713.81 |
| Nueva Ecija | 5,589.48 | 3,660.00 | 1,127.84 | 900.00 | 1,347.86 | 12,625.20 | 8,900.00 | 572.17 | 962.48 | 1,490.71 | 698.84 | 12,625.20 |
| Sorsogon | 9,587.99 | 1,457.00 | 1,013.50 | 492.30 | 12,555.79 | 4,015.70 | 2,424.12 | 791.72 | 2,059.62 | 1,635.30 | 1,629.43 | 12,555.79 |
| Occidental Negros | 7,279.53 | 866.84 | 584.00 | 1,550.00 | 255.00 | 10,525.37 | 3,060.84 | 679.74 | 998.99 | 35.02 | 35.02 | 10,525.37 |
| Antique | 2,353.38 | 3,746.25 | 1,970.86 | 1,306.50 | 230.30 | 9,697.29 | 6,806.91 | 252.86 | 417.38 | 1,704.19 | 186.46 | 9,697.29 |
| Mindoro | 7,303.68 | 340.00 | 1,035.00 | 1,035.00 | 9,148.68 | 4,177.50 | 2,031.98 | 293.87 | 215.32 | 1,091.93 | 1,398.08 | 9,148.68 |
| Samar | 1,780.62 | 4,204.50 | 2,006.68 | 200.00 | 320.00 | 8,511.80 | 7,177.30 | 52.00 | --- | --- | 766.00 | 8,511.80 |
| Ilocos Norte | 3,046.70 | 3,088.63 | 1,145.30 | 410.00 | 89.95 | 7,780.58 | 5,790.03 | 310.52 | 831.40 | 584.60 | 284.03 | 7,780.58 |
| Romblon | 5,203.85 | 633.00 | 1,020.80 | 100.00 | 236.75 | 7,194.10 | 3,134.50 | 179.67 | 219.67 | 311.25 | 3,069.01 | 7,194.10 |
| Ara | 5,114.71 | 675.40 | 492.55 | 360.00 | 12.00 | 6,854.66 | 1,542.96 | 583.60 | 717.35 | 1,717.35 | 796.54 | 6,854.66 |
| Mountain | 7,446.60 | 1,805.50 | 3,278.00 | 5.00 | 6,219.10 | 68.00 | 5,266.50 | --- | --- | 886.96 | --- | 6,219.10 |
| Albay | 3,214.34 | 1,460.00 | 970.00 | 370.00 | --- | 6,014.34 | 2,680.00 | 267.91 | 208.36 | 778.46 | 599.12 | 6,014.34 |

| | | | | | | | | | | | | | |
|----------------------|------------|------------|-----------|-----------|-----------|------------|------------|------------|-----------|-----------|-----------|-----------|------------|
| Cavite..... | 4,004.61 | 1,475.00 | 340.50 | ..... | 4.00 | 5,824.11 | 99.00 | 3,718.90 | 383.35 | 244.45 | 1,056.82 | 321.69 | 5,824.11 |
| Zambales..... | 2,340.54 | 2,617.00 | 95.00 | 428.00 | 88.79 | 5,559.33 | 64.00 | 3,130.00 | 323.90 | 676.69 | 391.82 | 383.12 | 5,559.33 |
| Oriental Negros..... | 5,134.77 | 87.00 | 216.00 | 40.00 | 58.99 | 5,536.76 | 1,009.60 | 3,396.89 | 475.08 | 2,203.70 | 969.61 | 491.86 | 5,536.76 |
| Cotabato..... | 5,000.00 | ..... | ..... | ..... | ..... | 5,000.00 | ..... | 5,000.00 | ..... | ..... | ..... | ..... | 5,000.00 |
| Camarines..... | 1,169.30 | 1,831.15 | 842.50 | 549.00 | 142.30 | 4,534.25 | 70.00 | 3,481.08 | 32.57 | 399.82 | 550.78 | ..... | 4,534.25 |
| Bataan..... | 3,689.06 | 231.00 | 420.00 | ..... | ..... | 4,340.06 | ..... | 1,314.87 | 392.48 | 1,599.06 | 857.07 | 176.58 | 4,340.06 |
| Nueva Vizcaya..... | 4,231.74 | ..... | ..... | ..... | ..... | 4,231.74 | ..... | ..... | 1,793.01 | 807.53 | 1,338.47 | 302.73 | 4,231.74 |
| Rizal..... | 3,146.32 | 50.00 | 35.00 | 100.00 | 98.00 | 3,429.32 | 1,229.80 | 818.20 | 96.88 | 92.11 | 117.00 | 1,076.33 | 3,429.32 |
| Palawan..... | 1,409.98 | 600.40 | 719.45 | 12.50 | ..... | 2,742.33 | 700.00 | 1,174.84 | 74.98 | 96.43 | 47.47 | 648.61 | 2,742.33 |
| Zamboanga..... | 2,300.00 | ..... | ..... | 400.00 | ..... | 2,700.00 | 1,588.00 | 400.00 | 45.64 | 146.00 | 54.48 | 466.88 | 2,700.00 |
| Davao..... | 445.26 | 675.00 | 775.00 | ..... | 132.00 | 2,027.26 | ..... | 1,452.00 | ..... | 216.16 | 359.10 | ..... | 2,027.26 |
| Lanao..... | 91.27 | 44.43 | 7.50 | 729.00 | 2.50 | 874.70 | ..... | 677.93 | 196.27 | ..... | ..... | ..... | 874.70 |
| Sulu..... | 116.00 | ..... | ..... | ..... | ..... | 116.00 | ..... | ..... | 116.00 | ..... | 1.50 | ..... | 116.00 |
| Total..... | 426,592.73 | 101,579.12 | 72,592.40 | 50,633.10 | 31,152.23 | 682,549.58 | 128,436.00 | 265,799.51 | 48,492.52 | 68,851.04 | 85,719.87 | 85,250.64 | 682,549.58 |

The voluntary contributions for 1918-19 amounted to ₱65,149.81 more than the voluntary contributions for 1917-18. The money given for school purposes during 1918-19 was more than ₱30,000 less than the money given for school purposes during 1917-18.

During 1918-19 school libraries, which deserve a larger proportion of these funds, received more than ₱11,000 in excess of the amount which they received during 1917-18. More than ₱25,000 less was devoted to salaries in 1918-19 than in 1917-18.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----|-----|-----|-----|-----|-----|--------|---------------|---------------|---------------|--------------|--------------|------------|-----------|------------|--------------|---------------|-----------|------------|----------|-----------|-----------|------------|-----------|-----------|----|----|----|
| Levite..... | 1 | 39 | 15 | 21 | 118 | 50 | 166 | 292 | 204 | 85 | 702 | 846 | 83 | 1,684 | 409 | 76 | 10,000.00 | 56,815.00 | 31,184.00 | 410 | 2,679 | 461 | 45 | 97,999.00 | 299 | 49 | 62 | |
| Mindoro..... | 1 | 9 | 1 | 7 | 20 | 13 | 17 | 5,800.00 | 364 | 448.00 | 160 | 362 | 00 | 364 | 448.00 | 2,000.00 | 2,000.00 | 5,236.00 | 5,236.00 | 5,236.00 | 68 | 530 | 610 | 00 | 10,325.00 | 37 | 5 | 26 |
| Misamis..... | 1 | 4 | 2 | 1 | 2 | 1 | 75 | 487.00 | 118 | 065.00 | 118 | 065.00 | 40 | 504.00 | 6,000.00 | 6,000.00 | 8,450.00 | 8,450.00 | 236,065.00 | 14 | 236 | 065.00 | 15,415.00 | 3 | 7 | 4 | | |
| Mountain..... | 10 | 6 | 2 | 8 | 8 | 3 | 2,592 | 158.00 | 40 | 383.00 | 233 | 228.00 | 132 | 039.00 | 91,085.00 | 91,085.00 | 4,450.00 | 4,450.00 | 1,740.00 | 34 | 2,764 | 560.00 | 93,245.00 | 2 | 3 | 29 | | |
| Nueva Ecija..... | 1 | 17 | 7 | 1 | 16 | 8 | 35 | 065.00 | 233 | 228.00 | 233 | 228.00 | 155 | 756.00 | 500.00 | 500.00 | 18,350.00 | 18,350.00 | 5,660.00 | 53 | 424 | 069.00 | 24,410.00 | 30 | 17 | 6 | | |
| Nueva Vizcaya..... | 1 | 8 | 1 | 19 | 1 | 4 | 69 | 142.00 | 395 | 119.00 | 395 | 119.00 | 767 | 320.00 | 200.00 | 200.00 | 8,700.00 | 8,700.00 | 4,450.00 | 34 | 1,231 | 581.00 | 13,350.00 | 1 | 1 | 32 | | |
| Occidental Negros..... | 1 | 12 | 5 | 10 | 31 | 21 | 3 | 51,452.00 | 338 | 655.46 | 338 | 655.46 | 157 | 903.00 | 11,910.00 | 11,910.00 | 54,428.80 | 54,428.80 | 23,915.50 | 77 | 948 | 010.46 | 90,694.30 | 40 | 14 | 27 | | |
| Oriental Negros..... | 1 | 7 | 8 | 3 | 5 | 46 | 15 | 250.73 | 167 | 311.75 | 149 | 846.64 | 15 | 250.00 | 30,401.10 | 30,401.10 | 5,043.00 | 5,043.00 | 77 | 332 | 409.12 | 50,694.10 | 40 | 15 | 22 | | | |
| Palawan..... | 3 | 5 | 1 | 8 | 3 | 6 | 2,060 | 916.00 | 101 | 563.00 | 228 | 729.00 | 228 | 729.00 | 12,700.00 | 12,700.00 | 2,302.60 | 2,302.60 | 2,391 | 208.50 | 2,391 | 208.50 | 16,037.00 | 4 | 3 | 22 | | |
| Pampanga..... | 2 | 10 | 5 | 8 | 22 | 8 | 23 | 41,312.00 | 219 | 866.72 | 238 | 306.10 | 238 | 306.10 | 31,824.00 | 31,824.00 | 19,443.48 | 19,443.48 | 37,251.10 | 78 | 499 | 484.82 | 88,518.58 | 47 | 24 | 7 | | |
| Pangasinan..... | 1 | 9 | 25 | 14 | 5 | 10 | 31 | 128 | 586.00 | 618 | 016.83 | 178 | 120.50 | 6,910.00 | 6,910.00 | 83,470.36 | 83,470.36 | 8,353.08 | 95 | 924 | 723.43 | 98,733.44 | 43 | 32 | 20 | | | |
| Rizal..... | 3 | 13 | 3 | 12 | 4 | 3 | 16 | 66,405.39 | 233 | 242.49 | 125 | 002.60 | 37 | 109.65 | 37,109.65 | 37,109.65 | 74,144.96 | 74,144.96 | 17,887.96 | 54 | 424 | 650.46 | 129,142.56 | 23 | 28 | 3 | | |
| Romblon..... | 2 | 6 | 9 | 9 | 15 | 168 | 793.00 | 91 | 406.84 | 166 | 549.34 | 47 | 850.00 | 22,943.06 | 22,943.06 | 14,345.46 | 14,345.46 | 41 | 416 | 719.18 | 45,138.52 | 23 | 2 | 16 | | | | |
| Samar..... | 2 | 40 | 4 | 4 | 29 | 8 | 54 | 2,546 | 090.00 | 758 | 159.00 | 499 | 624.00 | 21,000.00 | 21,000.00 | 27,070.00 | 27,070.00 | 6,658.00 | 141 | 3,803 | 873.00 | 54,728.00 | 11 | 25 | 5 | | | |
| Sorsogon..... | 2 | 6 | 7 | 6 | 25 | 9 | 2 | 245 | 424.00 | 127 | 825.33 | 247 | 228.00 | 68,810.00 | 68,810.00 | 15,460.00 | 15,460.00 | 4,665.00 | 57 | 620 | 477.33 | 88,335.00 | 32 | 23 | 2 | | | |
| Surigao..... | 1 | 5 | 4 | 7 | 2 | 3 | 17 | 106 | 379.00 | 91 | 641.00 | 51 | 538.00 | 42,500.00 | 42,500.00 | 31,636.66 | 31,636.66 | 4,010.00 | 39 | 249 | 613.00 | 78,146.66 | 26 | 2 | 11 | | | |
| Tarlac..... | 3 | 11 | 1 | 10 | 13 | 5 | 30 | 92 | 139.00 | 240 | 159.00 | 177 | 992.00 | 18,450.00 | 18,450.00 | 20,038.00 | 20,038.00 | 9,850.00 | 73 | 510 | 290.00 | 48,347.00 | 43 | 11 | 19 | | | |
| Tayabas..... | 1 | 15 | 3 | 22 | 3 | 6 | 59 | 837.00 | 316 | 788.38 | 26 | 983.60 | 30,000.00 | 30,000.00 | 51,660.00 | 51,660.00 | 1,500.00 | 1,500.00 | 50 | 403 | 618.96 | 83,160.00 | 19 | 15 | 16 | | | |
| Union..... | 1 | 10 | 5 | 7 | 28 | 16 | 7 | 72 | 557.00 | 161 | 597.75 | 310 | 884.35 | 27,837.00 | 27,837.00 | 37,956.60 | 37,956.60 | 13,036.00 | 74 | 545 | 039.10 | 78,829.00 | 30 | 37 | 7 | | | |
| Zambales..... | 3 | 6 | 4 | 4 | 9 | 4 | 6 | 119 | 156.00 | 128 | 763.50 | 6,066 | 865.00 | 5,060.00 | 5,060.00 | 7,866.60 | 7,866.60 | 4,651.00 | 36 | 5,304 | 784.50 | 17,567.60 | 18 | 11 | 7 | | | |
| Total..... | 73 | 478 | 207 | 352 | 875 | 491 | 901 | 17,458,184.86 | 10,874,622.54 | 18,453,029.52 | 1,304,853.74 | 2,128,705.64 | 460,166.40 | 3,377.46 | 785,836.92 | 3,893,725.78 | 1,920,846.611 | | | | | | | | | | | |

Central Luzon Agricultural School
DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|----|----|---|----|-----|----|--------|--------------|--------------|---------------|-----------|-----------|------------|-------------------|------------|-----------|-----------|-----------|----|-------|--------|-----------|----|----|----|
| Agusan..... | 30 | 2 | 3 | 7 | 1 | 1 | 6,173 | 358.00 | 34 | 459.00 | 143 | 535.00 | 34 | 380.00 | 4,250.00 | 4,635.00 | 4,635.00 | 4,635.00 | 44 | 6,351 | 352.00 | 43,245.00 | 7 | 2 | 35 |
| Bukidnon..... | 1 | 3 | 4 | 1 | 6 | 2 | 2,680 | 755.00 | 575 | 189.00 | 1,096 | 109.00 | 10,000.00 | 10,000.00 | 5,600.00 | 5,600.00 | 7,570.00 | 7,570.00 | 17 | 2,282 | 083.00 | 22,800.00 | 7 | 17 | |
| Cotabato..... | 1 | 10 | 1 | 2 | 24 | 1 | 110 | 000.00 | 1,437 | 483.75 | 3,476 | 117.00 | 5,000.00 | 5,000.00 | 13,100.00 | 13,100.00 | 4,023 | 600.75 | 4 | 6,023 | 600.75 | 35,670.00 | 7 | 4 | 29 |
| Davao..... | 2 | 1 | 2 | 50 | 2 | 7 | 417 | 014.00 | 417 | 014.00 | 3,796 | 615.00 | 4,600.00 | 4,600.00 | 3,325.00 | 3,325.00 | 15,547.00 | 15,547.00 | 64 | 4,212 | 629.00 | 18,832.00 | 28 | 36 | |
| Lanao..... | 9 | 8 | 2 | 3 | 2 | 1 | 665 | 138.00 | 400 | 606.46 | 91 | 634.00 | 4,600.00 | 4,600.00 | 3,303.33 | 3,303.33 | 1,060.00 | 1,060.00 | 25 | 1,158 | 378.46 | 8,963.33 | 7 | 12 | 6 |
| Sulu..... | 1 | 1 | 1 | 22 | 4 | 40 | 658.00 | 1,004 | 065.00 | 40 | 658.00 | 1,004 | 065.00 | 3,200.00 | 3,200.00 | 11,735.00 | 11,735.00 | 3,200.00 | 28 | 1,044 | 713.00 | 14,935.00 | 2 | 28 | |
| Zamboanga..... | 1 | 1 | 1 | 4 | 30 | 1 | 27 | 000.00 | 639 | 611.00 | 3,262 | 627.63 | 8,000.00 | 8,000.00 | 3,729.00 | 3,729.00 | 56,685.00 | 56,685.00 | 52 | 3,929 | 238.63 | 65,414.00 | 2 | 6 | 44 |
| Total..... | 42 | 27 | 9 | 16 | 141 | 11 | 24 | 9,657,251.00 | 3,545,021.21 | 12,779,692.63 | 61,980.00 | 33,507.33 | 114,382.00 | 270,25,961,964.94 | 209,869.33 | 51,24,195 | | | | | | | | | |

No. 23.—*Permanent, Mixed-Material, and Temporary Buildings*

A table showing, by divisions and for the Islands, the number and the cost data of permanent, mixed-material, and temporary school buildings owned by Insular, provincial, and municipal governments (December 31, 1919).

| Division | Num- ber of Schools | Standard Plan | | | | Reconstruction | | | | Special | | | | Total | |
|-------------------|---------------------------|----------------|-------|--------------|----------------|----------------|------|----------------|-------|--------------|----------------|-------|----------------|----------------|-------|
| | | Build- ings | Rooms | Cost | Build- ings | Rooms | Cost | Build- ings | Rooms | Cost | Build- ings | Rooms | Cost | Build- ings | Rooms |
| Manila | 43 | 7 | 147 | \$225,731.13 | | | | 23 | 265 | \$973,280.59 | 30 | 412 | \$1,798,961.72 | | |
| Abra | 77 | 4 | 21 | 62,700.20 | | | | 1 | 1 | 1,000.00 | 6 | 29 | 72,700.20 | | |
| Albay | 171 | 30 | 111 | 265,324.48 | | | | 9 | 51 | 86,874.22 | 42 | 184 | 426,131.14 | | |
| Antique | 94 | 4 | 26 | 62,873.88 | | | | 3 | 15 | 17,981.61 | 8 | 47 | 83,810.30 | | |
| Bataan | 33 | 3 | 16 | 42,751.23 | | | | 1 | 20 | 14,400.00 | 8 | 47 | 63,151.23 | | |
| Batanes | 16 | 1 | 3 | 7,500.00 | | | | | | | | | | | |
| Batangas | 146 | 22 | 84 | 238,724.37 | | | | 2 | 5 | 8,394.10 | 3 | 8 | 15,894.10 | | |
| Bohol | 247 | 15 | 80 | 244,862.44 | | | | 13 | 56 | 105,360.28 | 39 | 168 | 370,940.09 | | |
| Bulacan | 156 | 17 | 99 | 219,311.47 | | | | 7 | 43 | 54,724.54 | 31 | 159 | 341,667.94 | | |
| Cagayan | 149 | 6 | 31 | 88,967.74 | | | | 14 | 73 | 167,103.44 | 36 | 179 | 390,051.90 | | |
| Camarines | 161 | 16 | 69 | 178,421.23 | | | | 7 | 31 | 74,543.32 | 13 | 62 | 163,631.06 | | |
| Capiz | 165 | 11 | 42 | 110,102.94 | | | | 2 | 24 | 74,288.59 | 24 | 95 | 257,479.02 | | |
| Cavite | 86 | 16 | 71 | 202,423.28 | | | | 3 | 47 | 105,360.28 | 14 | 50 | 115,602.94 | | |
| Cebu | 325 | 26 | 137 | 344,306.14 | | | | 9 | 87 | 90,879.27 | 26 | 131 | 307,500.20 | | |
| C. L. A. S. 1 | 2 | 1 | 3 | 16,000.00 | | | | 11 | 68 | 142,671.06 | 40 | 222 | 508,483.65 | | |
| Ilocos Norte | 164 | 15 | 66 | 144,660.82 | | | | 29 | 84 | 87,009.02 | 30 | 87 | 102,009.02 | | |
| Ilocos Sur | 141 | 10 | 48 | 124,072.86 | | | | 2 | 12 | 67,270.12 | 26 | 123 | 274,921.55 | | |
| Iloilo | 272 | 13 | 82 | 194,877.62 | | | | 16 | 86 | 117,269.39 | 31 | 157 | 268,900.64 | | |
| Isabela | 87 | 3 | 19 | 39,148.02 | | | | 18 | 99 | 205,181.89 | 37 | 209 | 452,756.74 | | |
| Laguna | 106 | 22 | 140 | 379,144.45 | | | | 6 | 13 | 19,375.07 | 8 | 39 | 90,852.70 | | |
| Leyte | 327 | 32 | 115 | 289,048.20 | | | | 3 | 37 | 53,967.63 | 38 | 242 | 535,548.54 | | |
| Mindoro | 64 | 5 | 20 | 63,411.63 | | | | 9 | 43 | 154,714.24 | 63 | 242 | 630,067.94 | | |
| Misamis | 111 | 6 | 30 | 85,962.82 | | | | 3 | 3 | 3,350.56 | 8 | 23 | 56,842.19 | | |
| Mountain | 160 | 1 | 7 | 17,433.14 | | | | 3 | 14 | 46,000.00 | 10 | 48 | 139,152.82 | | |
| Nueva Ecija | 176 | 14 | 63 | 152,367.45 | | | | 15 | 77 | 112,543.08 | 16 | 84 | 129,976.22 | | |
| Nueva Vizcaya | 33 | 4 | 19 | 38,173.32 | | | | 4 | 33 | 33,660.00 | 20 | 105 | 204,749.38 | | |
| Occidental Negros | 167 | 15 | 76 | 185,660.82 | | | | 2 | 9 | 31,829.36 | 6 | 28 | 70,002.68 | | |
| Oriental Negros | 151 | 7 | 37 | 103,492.91 | | | | 3 | 33 | 87,715.29 | 27 | 121 | 283,665.87 | | |
| Palawan | 54 | 2 | 6 | 18,260.84 | | | | 8 | 21 | 47,161.29 | 17 | 76 | 183,783.91 | | |
| Pampanga | 126 | 15 | 113 | 276,286.86 | | | | 3 | 8 | 15,361.06 | 6 | 21 | 41,201.07 | | |
| | | | | | | | | 4 | 36 | 123,705.50 | 21 | 160 | 411,975.66 | | |

| | | | | | | | | | | | | | |
|-----------------|-------|-----|-------|--------------|-----|-----|------------|-----|-------|--------------|-----|-------|---------------|
| Pangasinan..... | 325 | 21 | 131 | 289,131.56 | 3 | 22 | 36,039.07 | 8 | 68 | 175,823.86 | 32 | 221 | 500,993.99 |
| Rizal..... | 102 | 8 | 52 | 153,346.73 | 6 | 35 | 31,070.68 | 13 | 59 | 44,636.45 | 27 | 146 | 229,952.86 |
| Romblon..... | 46 | 3 | 16 | 30,119.70 | | | | 5 | 31 | 20,622.66 | 8 | 47 | 50,448.26 |
| Samar..... | 203 | 17 | 99 | 292,853.90 | 1 | 10 | 13,078.15 | | | | 18 | 109 | 305,932.05 |
| Sorsogon..... | 139 | 16 | 70 | 149,465.99 | | | | 5 | 40 | 205,870.32 | 21 | 110 | 355,336.31 |
| Surigao..... | 109 | 7 | 18 | 45,404.36 | 4 | 13 | 16,821.64 | 4 | 21 | 51,992.07 | 15 | 62 | 114,218.07 |
| Tarlac..... | 131 | 27 | 89 | 196,365.66 | | | | 3 | 22 | 47,152.91 | 30 | 111 | 243,618.57 |
| Tayabas..... | 206 | 17 | 129 | 361,498.50 | 5 | 38 | 47,068.03 | 12 | 60 | 108,233.73 | 34 | 227 | 516,790.26 |
| Union..... | 83 | 7 | 42 | 95,617.59 | 7 | 54 | 50,638.79 | 3 | 21 | 40,000.00 | 17 | 117 | 186,256.38 |
| Zambales..... | 68 | 4 | 24 | 60,283.86 | 2 | 22 | 10,300.00 | 3 | 22 | 48,118.80 | 9 | 68 | 118,702.16 |
| Nautical..... | 1 | 1 | 8 | 38,086.42 | | | | | | | 1 | 8 | 38,086.42 |
| Normal..... | 3 | | | | | | | 2 | 112 | 755,741.26 | 2 | 112 | 755,741.26 |
| Trade..... | 2 | | | | | | | 2 | 12 | 221,798.66 | 2 | 12 | 221,798.66 |
| Total..... | 5,427 | 470 | 2,459 | 6,774,858.24 | 125 | 665 | 916,543.64 | 305 | 1,774 | 4,727,781.85 | 900 | 4,898 | 12,419,188.73 |

¹ Central Luzon Agricultural School.
DEPARTMENT OF MINDANAO AND SULU

| | | | | | | | | | | | | | |
|----------------|-----|---|----|------------|--|--|--|----|----|-----------|----|----|------------|
| Agusan..... | 63 | 1 | 7 | 20,153.43 | | | | 10 | 36 | 48,712.19 | 11 | 43 | 68,865.62 |
| Bukidnon..... | 75 | | | | | | | 1 | 7 | 3,360.18 | 1 | 7 | 3,360.18 |
| Cotabato..... | 60 | | | | | | | | | | | | |
| Davao..... | 106 | | | | | | | | | | | | |
| Lanao..... | 51 | 1 | 3 | 8,500.00 | | | | | | | 1 | 3 | 8,500.00 |
| Sulu..... | 52 | 1 | 10 | 35,000.00 | | | | 3 | 12 | 25,599.32 | 4 | 22 | 60,599.32 |
| Zamboanga..... | 83 | 2 | 12 | 42,000.00 | | | | | | | 2 | 12 | 42,000.00 |
| Total..... | 490 | 5 | 32 | 106,653.43 | | | | 14 | 56 | 77,671.69 | 19 | 87 | 183,325.12 |

| | | | | | | | | | |
|----------------|-----|-------|------------|-------|-------|------------|-------|-------|---------------|
| Surigao | 19 | 38 | 22,431.31 | 20 | 25 | 5,109.50 | 54 | 115 | 141,758.88 |
| Tarlac | 3 | 8 | 2,700.00 | 4 | 8 | 978.95 | 37 | 127 | 247,197.52 |
| Tayabas | 19 | 61 | 36,131.48 | 7 | 9 | 6,535.20 | 60 | 297 | 559,456.94 |
| Union | 5 | 26 | 8,332.30 | 47 | 181 | 19,023.11 | 69 | 324 | 218,611.79 |
| Zambales | 6 | 17 | 7,825.56 | 14 | 21 | 2,695.00 | 29 | 106 | 129,222.72 |
| Nautical | | | | | | | 1 | 8 | 38,086.42 |
| Normal | | | | | | | 2 | 112 | 755,741.26 |
| Trade | | | | | | | 2 | 12 | 221,793.66 |
| Total | 734 | 1,822 | 973,892.49 | 1,484 | 2,515 | 517,627.38 | 3,118 | 9,235 | 13,910,703.60 |

¹ Central Luzon Agricultural School.
DEPARTMENT OF MINDANAO AND SULU.

| | | | | | | | | | |
|-----------------|----|-----|------------|-----|-----|-----------|-----|-----|------------|
| Agusan | 8 | 18 | 12,400.00 | 23 | 45 | 13,385.53 | 42 | 106 | 99,651.15 |
| Bukidnon | | | | 4 | 10 | 10,230.06 | 5 | 17 | 13,580.26 |
| Cotabato | 10 | 30 | 12,350.00 | 30 | 86 | 30,455.56 | 40 | 116 | 42,805.56 |
| Davao | 7 | 15 | 13,650.00 | 60 | 84 | 10,765.00 | 67 | 99 | 24,415.00 |
| Lanao | 29 | 64 | 27,789.98 | 42 | 81 | 9,289.87 | 72 | 148 | 45,579.86 |
| Sulu | 13 | 56 | 19,002.27 | 49 | 147 | 15,333.92 | 66 | 225 | 94,985.51 |
| Zamboanga | 15 | 24 | 24,586.77 | 5 | 13 | 4,235.00 | 22 | 49 | 70,821.77 |
| Total | 82 | 207 | 109,779.02 | 213 | 466 | 98,694.96 | 314 | 760 | 391,799.10 |

No. 24.—*Insular Aid for School-Building Construction*

A table showing, by divisions and for the Islands, the Insular aid granted for the construction of municipal, provincial, and Insular school buildings. (December 31, 1919.)

| Division | Municipal School Buildings | | | Provincial School Buildings | Insular School Buildings | Total for All Schools |
|--------------------|----------------------------|--------------|--------------|-----------------------------|--------------------------|-----------------------|
| | Gabaldon Aid | Other Aid | Total Aid | | | |
| Manila | | P153,846.86 | P153,846.86 | | P1,514,000.00 | P1,667,846.86 |
| Abra | P5,000.00 | 23,000.00 | 28,000.00 | P20,000.00 | | 48,000.00 |
| Albay | 123,454.99 | 51,000.00 | 174,454.99 | 68,000.00 | | 242,454.99 |
| Antique | 32,000.00 | 21,000.00 | 53,000.00 | 13,500.00 | | 66,500.00 |
| Bataan | 16,360.00 | 25,000.00 | 41,360.00 | 6,000.00 | | 47,360.00 |
| Batanes | 14,900.45 | 7,000.00 | 21,900.45 | 5,000.00 | | 26,900.45 |
| Batangas | 118,804.86 | 111,000.00 | 229,804.86 | 63,000.00 | | 292,804.86 |
| Bohol | 91,708.35 | 36,000.00 | 127,708.35 | 74,500.00 | | 202,208.35 |
| Bulacan | 96,914.30 | 95,900.00 | 191,814.30 | 21,372.74 | | 213,187.04 |
| Cagayan | 34,690.00 | 41,500.00 | 76,190.00 | 45,000.00 | | 121,190.00 |
| Camarines | 52,136.80 | 41,000.00 | 93,136.80 | 63,000.00 | | 156,136.80 |
| Capiz | 63,625.57 | 25,000.00 | 88,625.57 | 79,590.00 | | 168,115.57 |
| Cavite | 84,182.00 | 80,600.00 | 164,782.00 | 21,575.00 | | 186,357.00 |
| Cebu | 123,862.84 | 92,500.00 | 216,362.84 | 307,000.00 | | 523,362.84 |
| Ilocos Norte | 80,160.05 | 55,000.00 | 135,160.05 | 252,000.00 | | 387,160.05 |
| Ilocos Sur | 82,520.25 | 50,273.14 | 132,793.39 | 37,000.00 | | 169,793.39 |
| Iloilo | 89,681.45 | 5,500.00 | 95,081.45 | 173,517.32 | | 268,598.77 |
| Isabela | 19,000.00 | 35,000.00 | 54,000.00 | 35,000.00 | | 89,000.00 |
| Laguna | 133,975.07 | 75,127.03 | 209,102.10 | 56,000.00 | | 265,102.10 |
| Leyte | 201,237.65 | 76,000.00 | 277,237.65 | 64,500.00 | | 341,737.65 |
| Mindoro | 28,101.00 | 26,000.00 | 54,101.00 | 55,500.00 | | 109,601.00 |
| Misamis | 26,590.00 | 53,000.00 | 79,590.00 | 22,000.00 | | 101,590.00 |
| Mountain | 10,000.00 | 127,189.72 | 137,189.72 | 107,000.00 | 257,616.00 | 501,805.74 |
| Nueva Ecija | 68,987.18 | 39,650.00 | 108,637.18 | 59,000.00 | 194,066.64 | 361,703.82 |
| Nueva Vizcaya | 25,300.00 | 91,350.00 | 116,650.00 | 39,000.00 | | 155,650.00 |
| Occidental Negros | 83,666.66 | 45,500.00 | 129,166.66 | 14,500.00 | | 143,666.66 |
| Oriental Negros | 39,997.94 | 21,400.00 | 61,397.94 | 61,000.00 | | 122,397.94 |
| Palawan | 14,974.55 | 6,500.00 | 21,474.55 | 5,200.00 | | 26,674.55 |
| Pampanga | 95,100.00 | 101,500.00 | 196,600.00 | 43,985.28 | | 240,585.28 |
| Pangasinan | 122,745.23 | 67,000.00 | 189,745.23 | 28,000.00 | | 217,745.23 |
| Rizal | 62,644.81 | 46,800.00 | 109,444.81 | 17,252.75 | 207,500.00 | 334,197.56 |
| Romblon | 15,000.00 | 11,000.00 | 26,000.00 | 18,000.00 | | 44,000.00 |
| Samar | 85,426.21 | 42,000.00 | 127,426.21 | 94,000.00 | | 221,426.21 |
| Sorsogon | 70,672.82 | 10,433.83 | 81,106.65 | 30,021.23 | | 111,127.88 |
| Surigao | 67,667.50 | 18,000.00 | 85,667.50 | 17,500.00 | | 103,067.50 |
| Tarlac | 100,357.02 | 41,000.00 | 141,357.02 | 47,793.03 | | 189,150.05 |
| Tayabas | 81,924.41 | 75,446.00 | 157,370.41 | 64,907.06 | | 222,277.47 |
| Union | 68,400.00 | 64,000.00 | 132,400.00 | 51,000.00 | | 183,400.00 |
| Zambales | 35,383.50 | 36,000.00 | 71,383.50 | 24,000.00 | | 95,383.50 |
| Mindanao and Sulu: | | | | | | |
| Agusan | | 77,450.00 | 77,450.00 | 1,500.00 | | 78,950.00 |
| Bukidnon | | 54,650.00 | 54,650.00 | 4,200.00 | | 58,850.00 |
| Cotabato | 5,000.00 | | 5,000.00 | 40,500.00 | | 45,500.00 |
| Davao | 25,000.00 | | 25,000.00 | 31,070.00 | | 56,070.00 |
| Lanao | 5,000.00 | 45,000.00 | 50,000.00 | 5,000.00 | | 55,000.00 |
| Sulu | 25,000.00 | 20,480.00 | 45,480.00 | 40,000.00 | | 85,480.00 |
| Zamboanga | 15,000.00 | 134,000.00 | 149,000.00 | 49,730.00 | 60,000.00 | 258,730.00 |
| Miscellaneous | 4,546.54 | | 4,546.54 | | | 4,546.54 |
| Total | 2,645,400.00 | 2,356,596.58 | 5,001,996.58 | 2,377,220.41 | 2,233,182.66 | 9,612,399.65 |

Insular school buildings include the Philippine Normal School, the Philippine School of Arts and Trades, the Baguio Industrial School, the Philippine Nautical School, and the School for the Deaf and the Blind.

No. 25.—*Total Expenditures for School Purposes*

| | 1919 | 1918 | Increase (+) Decrease (—) |
|--|-----------------|-----------------|------------------------------|
| Insular expenditures for salaries, wages, and contingent: | | | |
| Acts 2785 and 2727..... | P7, 832, 328.00 | | |
| Emergency Board allotment..... | 21, 875.00 | | |
| Balance forwarded from fiscal year 1918..... | 12, 383.26 | P7, 866, 586.26 | P5, 445, 202.33 |
| Reversion of unexpended appropriation..... | 495.28 | | |
| Net income automatically reverted to the Insular Treasury..... | 140, 552.80 | 141, 048.06 | 105, 550.99 |
| | | | + 35, 497.07 |
| Net expenditure..... | 7, 725, 538.20 | 5, 339, 651.34 | + 2, 385, 886.86 |
| Barrio, central, intermediate, and farm school buildings, Act 2736..... | 27, 000.00 | | |
| Provincial school buildings, Act 2736..... | 50, 000.00 | | |
| Manila High School, Act 2736..... | 100, 000.00 | | |
| Buildings and sites, normal schools, Act 2736 (P150, 000), Act 2786 (P350, 000)..... | 500, 000.00 | | |
| Buildings, Central Luzon Agricultural School, Act 2731 (P754.41), Act 2786 (P29, 893.56)..... | 30, 647.97 | | |
| Irrigation, Central Luzon Agricultural School, Act 2731 (P3, 355.75), Act 2786 (P17, 006.60)..... | 20, 362.35 | | |
| Construction of two cottages, Baguio, Act 2736..... | 5, 527.03 | | |
| Construction of dormitory and garage, Baguio, Act 2736..... | 7, 314.91 | | |
| Purchase and improvement of necessary land for the Philippine Nautical School, Act 2736..... | 20, 740.20 | | |
| Purchase and improvement of necessary land for the Philippine Normal School and Philippine School of Arts and Trades, Act 2736..... | 719.28 | | |
| Extension of free elementary instruction to all children of school age, Act 2782..... | 735, 000.00 | | |
| Buildings, central and barrio schools, Act 2786..... | 304, 600.00 | | |
| Buildings, high schools, Act 2786..... | 190, 000.00 | | |
| Buildings, sites, and irrigation, agricultural schools, Act 2786..... | 105, 000.00 | | |
| Completion of school buildings, Act 2786..... | 200, 000.00 | | |
| Buildings and sites, non-Christian and special provinces, Act 2786..... | 50, 000.00 | | |
| Construction of schoolhouse in the barrio of San Nicolas, municipality of Bulacan, to be dedicated to the memory of M. H. del Pilar, Act 2794..... | 15, 000.00 | | |
| Total Insular..... | 10, 087, 449.92 | 6, 067, 277.33 | + 4, 020, 172.59 |
| Provincial expenditures for school purposes (1918) (1917)..... | 715, 614.63 | 431, 018.20 | + 284, 596.43 |
| Municipal expenditures for school purposes (1918) (1917)..... | 4, 098, 808.01 | 3, 614, 514.70 | + 484, 293.31 |
| Total government funds..... | 14, 901, 872.56 | 10, 112, 810.23 | + 4, 789, 062.33 |
| In addition, voluntary contributions..... | 682, 549.58 | 617, 399.77 | + 65, 149.81 |
| Total expenditures for education..... | 15, 584, 422.14 | 10, 730, 210.00 | + 4, 854, 212.14 |
| Expenditure for education per capita of population (10, 350, 640)..... | 1.505 | 1.036 | + .469 |
| Cost of education per pupil based on average monthly enrolment (569, 744) (569, 475)..... | 27.353 | 18.842 | + 8.511 |

No. 26.—*Operation Statement for 1919*

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1919

| December 31— | | | Increase (+) Decrease (—) |
|--------------------------------------|--------------|--------------|------------------------------|
| | 1919 | 1918 | |
| ASSETS | | | |
| Fixed property: | | | |
| Land..... | \$635,987.77 | \$614,528.31 | + \$21,459.46 |
| Public works and improvements..... | 1,784,081.92 | 1,724,171.91 | + 59,910.01 |
| Equipment..... | 560,055.14 | 511,402.40 | + 48,652.74 |
| Total fixed property..... | 2,980,124.83 | 2,850,102.62 | + 130,022.21 |
| Working assets: | | | |
| Supplies and materials..... | 193,771.09 | 239,729.89 | — 45,958.80 |
| Sales stock..... | 166,382.46 | 163,224.13 | + 3,158.33 |
| Work in process..... | 7,192.76 | 6,207.16 | + 985.60 |
| Deferred charges..... | 1,443.19 | 3,088.61 | — 1,645.32 |
| Total working assets..... | 368,789.50 | 412,249.69 | — 43,460.19 |
| Current assets: | | | |
| Accounts receivable..... | 85,074.77 | 151,325.61 | — 66,250.84 |
| Cash— | | | |
| In treasury..... | 642,572.49 | 452,279.11 | + 190,293.38 |
| In hands of officers..... | 119,564.62 | 40,770.88 | + 78,793.79 |
| Total current assets..... | 847,211.88 | 644,375.55 | + 202,836.33 |
| Total assets..... | 4,196,126.21 | 3,906,727.86 | + 289,398.35 |
| LIABILITIES | | | |
| Capital: | | | |
| Fixed capital (see exhibit B)..... | 2,980,124.83 | 2,850,102.62 | + 130,022.21 |
| Current capital (see exhibit C)..... | 446,104.64 | 420,399.62 | + 25,705.02 |
| Total capital..... | 3,426,229.47 | 3,270,502.24 | + 155,727.23 |
| Treasury advances..... | 368,789.50 | 412,249.69 | — 43,460.19 |
| Current liabilities: | | | |
| Accounts payable..... | 264,614.18 | 100,868.88 | + 163,745.30 |
| Insurance reserve..... | 1,454.79 | 98.92 | + 1,355.87 |
| Undistributed collections..... | 3,449.70 | | + 3,449.70 |
| Accrued leave payable..... | 131,558.57 | 123,008.13 | + 8,550.44 |
| Total current liabilities..... | 401,107.24 | 223,975.93 | + 177,131.31 |
| Total liabilities..... | 4,196,126.21 | 3,906,727.86 | + 289,398.35 |

No. 26.—*Operation Statement for 1919*—Continued

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNT

| | December 31— | | Increase (+) Decrease (—) |
|--|------------------|------------------|------------------------------|
| | 1919 | 1918 | |
| Balance, December 31, 1918, 1917 | P2, 850, 102. 62 | P2, 721, 774. 39 | + P128, 328. 23 |
| Deduct— | | | |
| Inventory adjustments | (1, 410. 36) | (2, 864. 17) | + 1, 553. 81 |
| Balance, December 31, 1918, 1917 as adjusted | 2, 848, 692. 26 | 2, 718, 810. 22 | + 129, 882. 04 |
| Debits: | | | |
| Acquisition by purchase | 165, 183. 99 | 155, 773. 48 | + 9, 410. 51 |
| Acquisition by interbureau transfer | 649. 20 | 55. 97 | 593. 23 |
| Plant assets brought into account | | | |
| Acquisition by construction | 344. 22 | | + 344. 22 |
| Total debits and balances, December 31, 1919, 1918 | 8, 014, 869. 67 | 2, 874, 639. 67 | + 140, 280. 00 |
| Credits: | | | |
| Dropped by sale | 1, 826. 38 | 1, 652. 27 | + 174. 11 |
| Dropped by interbureau transfer | 1, 747. 45 | 202. 47 | + 1, 544. 98 |
| Dropped by transfer to local governments | 11, 249. 55 | 8, 833. 17 | + 2, 416. 38 |
| Losses | 5, 253. 51 | 11, 424. 97 | — 6, 171. 46 |
| Depreciation accruals | 10, 523. 43 | 2, 424. 17 | + 8, 099. 26 |
| Plant assets dropped from account (destroyed by fire) | 4, 000. 00 | | + 4, 000. 00 |
| Equipment dropped from account (destroyed by fire) | 144. 52 | | — 144. 52 |
| Total credits | 34, 744. 84 | 24, 587. 06 | + 10, 207. 79 |
| Balance, December 31, 1919, 1918 | 2, 980, 124. 83 | 2, 850, 102. 62 | + 130, 022. 21 |

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT¹

| | December 31— | | Increase (+) Decrease (—) |
|---|------------------|-----------------|------------------------------|
| | 1919 | 1918 | |
| Balance, December 31, 1918 | P420, 399. 62 | P50, 773. 10 | + P369, 626. 52 |
| Credits: | | | |
| Allotment from public revenues | 10, 253, 707. 74 | 6, 530, 071. 58 | + 3, 723, 636. 16 |
| Receipts from operation: | | | |
| Sales income | P87, 255. 37 | | |
| Sales of fixed assets | 1, 753. 62 | | |
| Total balance and credits | 89, 008. 99 | 63, 131. 02 | + 25, 877. 97 |
| Reversion (deduct) | 140, 562. 80 | 93, 167. 73 | + 47, 395. 07 |
| Total current capital | 10, 622, 563. 55 | 6, 550, 807. 97 | + 4, 071, 755. 58 |
| Debits: | | | |
| Total expense current appropriation: | | | |
| Net expense | P7, 725, 538. 20 | | |
| Income reverted considered as reducing expense | 140, 562. 80 | | |
| Total expense miscellaneous appropriation | 7, 866, 091. 00 | 5, 432, 819. 07 | + 2, 433, 271. 93 |
| Service and miscellaneous income (deduct) | 51, 543. 81 | 30, 036. 71 | + 21, 507. 10 |
| Total net expense | 10, 176, 458. 91 | 6, 130, 408. 35 | + 4, 046, 050. 56 |
| Balance, December 31, 1919 (see exhibit A) | 446, 104. 64 | 420, 399. 62 | + 25, 705. 02 |

¹ For details see Exhibits D and E.

No. 26.—Operation Statement for 1919—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

| Items | Fiscal Year 1919 | Fiscal Year 1918 | Increase (+) Decrease (—) |
|---|---------------------|---------------------|------------------------------|
| Authorization: | | | |
| New appropriations for the year | P10,253,707.74 | P6,530,071.58 | + P3,723,636.16 |
| Public-service appropriation, 1919, Act 2785, 1918, Act 2727 | 7,832,328.00 | 5,420,150.00 | + 2,412,178.00 |
| Emergency Board allotment for overdraft by Department of Mindanao and Sulu | 21,875.00 | | + 21,875.00 |
| Reversion of authorization in excess of re- quirements | (496.26) | | + (496.26) |
| Appropriation transferred to special scholar- ships, non-Christian tribes from Act 2727 | | (10,000.00) | — (10,000.00) |
| Indefinite appropriation, Act 357 | | 29,021.58 | — 29,021.58 |
| Appropriation for Insular aid, barrio, cen- tral, intermediate, and farm-school build- ings, Act 2736 | | 250,000.00 | — 250,000.00 |
| Appropriation for Insular school buildings, Act 2736 | | 200,000.00 | — 200,000.00 |
| Appropriation for buildings and sites non- Christian and special provinces, Act 2736 | | 100,000.00 | — 100,000.00 |
| Appropriation for buildings and sites non- Christian and special provinces, (Trans- ferred to Girls' Dormitory, Baguio, Act 2736) | | (10,000.00) | — (10,000.00) |
| Appropriation for Filipino Girls' Dormitory, Baguio, (Transferred from buildings and sites, non-Christian and special provinces, Act 2736) | | 10,000.00 | — 10,000.00 |
| Appropriation for Insular Aid, Manila High School, Act 2736 | | 100,000.00 | — 100,000.00 |
| Appropriation for buildings and sites, nor- mal schools, Act 2736 | | 300,000.00 | — 300,000.00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | | 80,000.00 | — 80,000.00 |
| Appropriation for irrigation system, Central Luzon Agricultural School, Act 2736 | | 20,000.00 | — 20,000.00 |
| Appropriation for construction of a school- house in the barrio of Talaga, municipali- ty of Tanauan, Batangas, Act 2729 | | 15,000.00 | — 15,000.00 |
| Appropriation for construction of two cot- tages, Baguio, Act 2736 | | 16,000.00 | — 16,000.00 |
| Appropriation for construction of dormitory and garage, Baguio, Act 2736 | | 9,900.00 | — 9,900.00 |
| Appropriation for purchase and improve- ment of necessary lands for Philippine Nautical School, Act 2736 | | 50,000.00 | — 50,000.00 |
| Appropriation for purchase and improve- ment of necessary lands, Philippine Nor- mal School and Philippine School of Arts and Trades, Act 2736, (Transferred from Bureau of Public Works) | 100,000.00 | | + 100,000.00 |
| Appropriation for extension of free elemen- tary instruction to all children of school age, Act 2782 | 735,000.00 | | + 735,000.00 |
| Appropriation for buildings and sites, nor- mal school, Act 2786 | 400,000.00 | | + 400,000.00 |
| Appropriation for buildings, central and barrio schools, Act 2786 | 400,000.00 | | + 400,000.00 |
| Appropriation for buildings, high schools, Act 2786 | 300,000.00 | | + 300,000.00 |
| Appropriation for buildings, sites, and irri- gation, agricultural schools, Act 2786 | 200,000.00 | | + 200,000.00 |
| Appropriation for buildings, sites, and irri- gation, agricultural schools, (Transferred to buildings and irrigation system, Central Luzon Agricultural School, Act 2786) | (50,000.00) | | + (50,000.00) |
| Appropriation for buildings, Central Luzon Agricultural School, (Transferred from buildings, sites, and irrigation, agricultu- ral schools, Act 2786) | 30,000.00 | | + 30,000.00 |
| Appropriation for irrigation system, Central Luzon Agricultural School, (Transferred from buildings, sites, and irrigation, agri- cultural schools, Act 2786) | 20,000.00 | | + 20,000.00 |
| Appropriation for completion of school build- ings, Act 2786 | 200,000.00 | | + 200,000.00 |
| Appropriation for buildings and sites, non- Christian and special provinces, Act 2786 | 50,000.00 | | + 50,000.00 |
| Appropriation for construction of a school- house in the barrio of San Nicolas, munic- ipality of Bulacan, Bulacan, to be dedi- cated to the memory of M. H. del Pilar, Act 2794 | 15,000.00 | | + 15,000.00 |

No. 26.—Operation Statement for 1919—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

| Items | Fiscal Year 1919 | Fiscal Year 1918 | Increase (+) Decrease (—) |
|--|----------------------|---------------------|------------------------------|
| Authorization—Continued. | | | |
| Appropriation balances from prior year | P420,399.62 | P50,773.10 | + P369,626.52 |
| Public-service appropriation, 1919, Act 2786, 1918, Act 2727 | 12,383.26 | 6,080.75 | + 6,352.51 |
| Appropriation for improvement Insular school sites, Manila, Act 2704 | | 5,550.43 | — 5,550.43 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2704 | | 768.24 | — 768.24 |
| Appropriation for Central Luzon Agricultural School irrigation system, Act 2704 | | 337.26 | — 337.26 |
| Appropriation for Philippine Nautical School site and building, Act 2704 | | 38,086.42 | — 38,086.42 |
| Appropriation for Insular aid, barrio, central, intermediate, and farm-school build- ings, Act 2736 | 27,000.00 | | + 27,000.00 |
| Appropriation for Insular aid, provincial school buildings, Act 2736 | 50,000.00 | | + 50,000.00 |
| Appropriation for buildings and sites, non- Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736 | 1,006.20 | | + 1,006.20 |
| Appropriation for Insular aid, Manila High School, Act 2736 | 100,000.00 | | + 100,000.00 |
| Appropriation for buildings and sites, normal school, Act 2736 | 150,000.00 | | + 150,000.00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | 754.41 | | + 754.41 |
| Appropriation for irrigation, Central Luzon Agricultural School, Act 2736 | 3,355.75 | | + 3,355.75 |
| Appropriation for construction of two cot- tages, Baguio, Act 2736 | 16,000.00 | | + 16,000.00 |
| Appropriation for construction of dormitory and garage, Baguio, Act 2736 | 9,900.00 | | + 9,900.00 |
| Appropriation for purchase and improve- ments of necessary lands, for the Philip- pine Nautical School, Act 2736 | 25,000.00 | | + 25,000.00 |
| Appropriation for purchase and improve- ment of necessary lands for the Philippine Normal School and Philippine School of Arts and Trades, Act 2736 | 25,000.00 | | + 25,000.00 |
| Net authorizations | 10,674,107.36 | 6,580,844.68 | + 4,093,262.68 |
| Conversions and balances: | | | |
| Appropriation charges | 10,228,002.72 | 6,160,445.06 | + 4,067,557.66 |
| Salaries | 2,651,944.11 | 2,405,737.83 | + 246,206.28 |
| Bonuses | 514,642.42 | | + 514,642.42 |
| Wages | 71,415.86 | 51,108.52 | + 20,306.84 |
| Travel expense of personnel | 271,418.55 | 229,437.49 | + 41,981.06 |
| Freight, express and delivery service | 28,460.68 | 24,601.57 | + 3,849.11 |
| Postal, telegraph, telephone, and cable ser- vice | 29,501.96 | 26,821.77 | + 2,680.19 |
| Illumination and power service | 8,496.23 | 8,602.59 | — 106.36 |
| Miscellaneous service | 27,013.92 | 16,069.95 | + 10,943.97 |
| Rental of buildings and grounds | 3,705.00 | 9,888.49 | — 5,683.49 |
| Consumption of supplies and materials | 792,508.89 | 494,933.12 | + 297,570.77 |
| Printing and binding reports, documents, and publications | 14,574.13 | 14,796.00 | — 221.87 |
| Cash contributions and gratuities (other than to local governments) | 51,085.68 | 46,998.90 | + 4,086.78 |
| Travel expense of personnel not government employees | 3,767.71 | 3,566.08 | + 201.63 |
| Maintenance and repair (contract payments only) | 7,185.18 | 34,543.86 | + 27,358.68 |
| Purchase of equipment | 79,872.27 | 56,147.49 | + 23,724.78 |
| Purchase of public works | 85,911.72 | 99,625.99 | — 14,814.27 |
| Deterioration of supplies and sales stock | 15,346.58 | 36,950.26 | — 21,603.68 |
| Extraordinary losses | 157.17 | 411.50 | — 254.33 |
| Cash contributions to local governments | 5,571,610.16 | 2,600,703.66 | + 2,970,906.51 |
| Appropriation balances, carried forward | 446,104.64 | 420,399.62 | + 25,705.02 |
| Public-service appropriation, 1919, Act 2785 | | 12,383.26 | — 12,383.26 |
| Appropriation for Insular aid, barrio, central, intermediate, and farm-school build- ings, Act 2736 | | 27,000.00 | — 27,000.00 |
| Appropriation for Insular aid, provincial school buildings, Act 2736 | | 50,000.00 | — 50,000.00 |
| Appropriation for buildings and sites, non- Christian and special provinces, Filipino Girls' Dormitory, Act 2736 | | 1,006.20 | — 1,006.20 |

No. 26.—*Operation Statement for 1919*—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

| Items | Fiscal Year 1919 | Fiscal Year 1918 | Increase (+) Decrease (—) |
|---|----------------------|---------------------|------------------------------|
| Conversions and balances—Continued. | | | |
| Appropriation for Insular aid, Manila High School, Act 2736 | | P100,000.00 | — P100,000.00 |
| Appropriation for buildings and sites, normal school, Act 2736 | | 150,000.00 | — 150,000.00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | | 754.41 | — 754.41 |
| Appropriation for irrigation system, Central Luzon Agricultural School, Act 2736 | | 3,355.75 | — 3,355.75 |
| Appropriation for construction of two cottages, Baguio, Act 2736 | | 16,000.00 | — 16,000.00 |
| Appropriation for construction of dormitory and garage, Baguio, Act 2736 | | 9,900.00 | — 9,900.00 |
| Appropriation for purchase and improvement of necessary land for the Philippine Nautical School, Act 2736 | | 50,000.00 | — 50,000.00 |
| Appropriation for Filipino Girls' Dormitory, Baguio, Act 2736 | P1,006.20 | | + 1,006.20 |
| Appropriation for construction of two cottages, Baguio, Act 2736 | 10,472.97 | | + 10,472.97 |
| Appropriation for construction of dormitory and garage, Baguio, Act 2736 | 2,585.09 | | + 2,585.09 |
| Appropriation for purchase and improvement of necessary land for the Philippine Nautical School, Act 2736 | 4,259.80 | | + 4,259.80 |
| Appropriation for purchase and improvement of necessary land, Philippine Normal School and Philippine School of Arts and Trades, Act 2736 | 124,280.74 | | + 124,280.74 |
| Appropriation for buildings and sites, normal schools, Act 2736 | 50,000.00 | | + 50,000.00 |
| Appropriation for buildings, central and barrio schools, Act 2736 | 95,400.00 | | + 95,400.00 |
| Appropriation for buildings, high schools, Act 2736 | 110,000.00 | | + 110,000.00 |
| Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2736 | 45,000.00 | | + 45,000.00 |
| Appropriation for buildings, Central Luzon Agricultural School, Act 2736 | 106.44 | | + 106.44 |
| Appropriation for irrigation, Central Luzon Agricultural School, Act 2736 | 2,993.40 | | + 2,993.40 |
| Total conversions and balances | 10,674,107.36 | 6,580,844.68 | + 4,093,262.68 |

No. 26.—Operation Statement for 1919—Continued

EXHIBIT E.—STATEMENT OF CURRENT APPROPRIATION ACCOUNT ACT 2785

| Items | General Administration | Elementary Schools | High Schools | Philippine Normal School | Other Normal Schools | Philippine School of Arts and Trades | Other Trade Schools or Shops | Philippine School of Commerce | Other Commercial Schools | Central Luzon Agricultural School | Other Agricultural and Farm Schools | Philippine Nautical School | School for the Deaf and the Blind | General Sales Department | Total Fiscal Year 1919 | Total Fiscal Year 1918 | Increase (+) Decrease (—) | |
|---|------------------------|--------------------|--------------|--------------------------|----------------------|--------------------------------------|------------------------------|-------------------------------|--------------------------|-----------------------------------|-------------------------------------|----------------------------|-----------------------------------|--------------------------|------------------------|------------------------|---------------------------|---|
| Expense— | | | | | | | | | | | | | | | | | | |
| Compensation of supervisory, technical teaching, and clerical employees | P525,656.28 | P1,007,677.06 | P718,663.94 | P107,713.73 | P97.86 | P41,990.61 | P80,037.67 | P26,277.98 | | P33,554.95 | P65,410.01 | P10,424.80 | P8,203.42 | P26,235.80 | P2,651,944.11 | P2,405,737.83 | + P246,206.28 | |
| Bonuses | 95,322.61 | 220,728.92 | 121,643.36 | 18,080.19 | 14.65 | 8,261.06 | 18,047.59 | 3,249.55 | | 5,867.69 | 14,403.70 | 1,698.33 | 1,649.30 | 5,675.47 | 514,642.42 | 514,642.42 | + 514,642.42 | |
| Labor | 20,731.91 | | | 7,610.57 | 8,825.94 | 17,413.29 | | 1,113.00 | | 4,165.00 | | 836.00 | 2,187.26 | 8,532.39 | 71,415.36 | 51,108.52 | + 20,306.84 | |
| Travel expense of personnel | 71,440.57 | 153,465.55 | 42,071.83 | 94.61 | 1,406.26 | 6.94 | 1,084.29 | | | 444.90 | 1,316.25 | | 87.35 | | 271,418.55 | 229,437.49 | + 41,981.06 | |
| Freight and delivery service | 393.66 | 28,057.02 | | | | | | | | | | | | | 28,450.68 | 24,601.57 | + 3,849.11 | |
| Postal, telegraph, telephone, and cable service | 27,627.59 | 95.19 | | 279.22 | 345.10 | 233.78 | | 165.88 | | 280.00 | | 108.00 | 149.20 | 218.00 | 29,501.96 | 26,821.77 | + 2,680.19 | |
| Illumination and power service | 3,465.82 | | | 964.90 | 1,284.97 | 732.48 | | 702.39 | | | | 917.27 | 428.40 | | 8,496.23 | 8,602.59 | + 106.36 | |
| Miscellaneous service | 2,690.32 | 21,213.36 | | 135.75 | 852.89 | 146.20 | | | | 34.00 | 4.00 | 346.62 | 447.27 | 1,143.51 | 27,013.92 | 16,069.95 | + 10,943.97 | |
| Rental of buildings and grounds | 105.00 | | | | | | | 3,600.00 | | | | | | | 3,705.00 | 9,388.49 | — 5,683.49 | |
| Consumption of supplies and materials | 123,238.83 | 855,983.04 | 119,626.05 | 23,460.98 | 14,091.60 | 39,081.98 | 6,459.44 | 1,563.77 | P2,107.66 | 71,512.87 | 10,376.19 | 2,795.10 | 10,631.87 | 1,953.66 | 1,282,883.04 | 494,933.12 | + 787,949.92 | |
| Printing and binding reports, documents, and publications | 9,440.73 | 5,133.40 | | | | | | | | | | | | | 14,574.13 | 14,798.00 | — 223.87 | |
| Contribution and gratuities | | 9,952.25 | | | | | 40,816.31 | | | | | | | 317.12 | 51,085.68 | 46,998.90 | + 4,086.78 | |
| Travel expense of persons not government employees | | 3,468.15 | | | 299.56 | | | | | | | | | | 3,767.71 | 3,566.08 | + 201.63 | |
| Maintenance and repairs | 6,568.97 | 140.40 | | 6.50 | 411.97 | | | | | 1.15 | | 5.70 | 50.49 | | 7,185.18 | 34,543.86 | — 27,358.68 | |
| Purchase of equipment: | | | | | | | | | | | | | | | | | | |
| Watercraft and appurtenances | 22,282.05 | | | | | | | | | | | | | | 22,282.05 | 1,334.50 | + 20,947.55 | |
| Motor vehicles and accessories | 13,593.51 | | | | | 7.88 | | | | 14.54 | | | | | 13,615.93 | 12,180.67 | + 1,435.26 | |
| Land transportation equipment (other than motor) | 6.83 | | | | 19.20 | | | | | 2,180.00 | | | | | 2,206.03 | 961.80 | + 1,244.23 | |
| Industrial machinery and implements | 7,949.85 | | | | | | | | | 5,781.96 | | | | | 13,731.81 | 1,741.06 | + 11,990.75 | |
| Hand tools | 84.73 | 129.85 | | 37.87 | 66.28 | 1,447.36 | | | | 1,153.59 | | 15.16 | 9.50 | | 2,944.34 | 1,645.03 | + 1,299.31 | |
| Furniture and office equipment | 2,245.70 | 47.25 | 4,269.44 | 1,627.38 | 2,524.73 | 338.95 | | 352.80 | 4,740.75 | 2,696.63 | 10.50 | 429.55 | 1,302.63 | 102.76 | 20,689.07 | 35,453.32 | — 14,764.25 | |
| Industrial and scientific exhibits | | | | | | | | | | | | | | 165.72 | 165.72 | 4.10 | + 161.62 | |
| Technical and scientific equipment | 159.42 | | 714.07 | 162.81 | | 19.67 | | | | | | 31.35 | | | 1,087.32 | 955.36 | + 131.96 | |
| Fire-fighting equipment | | | | | | | | | | | | | | | 84.00 | 84.00 | — | |
| Miscellaneous equipment | 1,050.00 | | | | | 2,100.00 | | | | | | | | | 3,150.00 | 1,787.65 | + 1,362.35 | |
| Deterioration of supplies and sales stock | 577.68 | | 7,985.36 | | | | | | | | | | | 6,783.54 | 15,346.58 | 36,950.26 | — 21,603.68 | |
| Extraordinary losses | | | 157.17 | | | | | | | | | | | | 157.17 | 411.50 | — 254.33 | |
| Cash contributions to provinces and municipalities | | 3,195,010.16 | | | 100,000.00 | | | | | | | | | | 3,295,010.16 | 1,972,703.65 | + 1,322,306.51 | |
| Total | 934,632.06 | 5,501,101.60 | 1,015,131.22 | 160,174.51 | 171,057.32 | 111,780.20 | 105,628.99 | 37,025.37 | 6,848.41 | 127,687.28 | 91,520.65 | 17,607.88 | 25,146.69 | 51,127.97 | 8,356,470.15 | 5,432,819.07 | + 2,923,651.08 | |
| Less unclassified (Ei 9—cost of supplies sold) | | | | | | | | | | | | | | | | | | |
| Total gross expenditures (budget) | | | | | | | | | | | | | | | 490,379.15 | | + 490,379.15 | |
| Income— | | | | | | | | | | | | | | | 7,866,091.00 | 5,432,819.07 | + 2,433,271.93 | |
| Industrial department of the Trade School | | | | | | | | | | | | | | | | 756.79 | 756.79 | — |
| Central Luzon Agricultural School | | | | | | | | | | | | | | | | 293.68 | 293.68 | — |
| Net receipts from sales of supplies: | | | | | | | | | | | | | | | | | | |
| Sales income | | | | | | | | | | | | | | (833,194.17) | | | | |
| Sales issues, division sales | | | | | | | | | | | | | 480,725.89 | | | | | |
| Sales issues, General Sales Department | | | | | | | | | | | | | 257,926.57 | | | | | |
| Sales issues, Storehouse, General Office | | | | | | | | | | | | | 6,937.64 | | | | | |
| Sales issues, Philippine School of Arts and Trades | | | | | | | | | | | | | 348.80 | | | | | |
| Liquidation of fixed assets: | | | | | | | | | | | | | | | | | | |
| Receipts from sales of fixed assets | | | | | | | | | | | | | (1,753.62) | 745,938.80 | 87,255.37 | 61,311.53 | + 25,943.84 | |
| Service transfers | | | | | | | | | | | | | (161.92) | | | | | |
| Production account (fixed assets) | | | | | | | | | | | | | (344.22) | | | | | |
| Liquidation of fixed assets | | | | | | | | | | | | | (28,852.87) | | | | | |
| Capital value of fixed assets sold | | | | | | | | | | | | | 1,826.38 | | | | | |
| Fixed assets contributed to local governments | | | | | | | | | | | | | 11,249.55 | | | | | |
| Depreciation and losses of fixed assets sold | | | | | | | | | | | | | 15,776.94 | | | | | |
| Maintenance and repair | | | | | | | | | | | | | 130.32 | | | | | |
| Construction of fixed assets | | | | | | | | | | | | | 344.22 | | | | | |
| Manufacturing power | | | | | | | | | | | | | 31.60 | | | | | |
| Miscellaneous revertible income: | | | | | | | | | | | | | | 29,359.01 | 1,753.62 | 1,819.49 | — 65.87 | |
| Fines and forfeitures | | | | | | | | | | | | | (275.29) | | | | | |
| Income from rentals | | | | | | | | | | | | | (121.21) | | | | | |
| Service income | | | | | | | | | | | | | (43,198.86) | | | | | |
| Inventory adjustments | | | | | | | | | | | | | (19.07) | | | | | |
| Production account (supplies) | | | | | | | | | | | | | (3,048.65) | | | | | |
| Miscellaneous receipts | | | | | | | | | | | | | (788.04) | | | | | |
| Credits prior year expense | | | | | | | | | | | | | (4,092.69) | | | | | |
| Total income from operation | | | | | | | | | | | | | | | 51,543.81 | 28,986.24 | + 22,557.57 | |
| Net expense | | | | | | | | | | | | | | | 140,552.80 | 93,167.73 | + 47,385.07 | |
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No. 27.—Insular Expenditures

A table showing, by divisions and for the Islands, the distribution or disbursements for salaries and wages and for incidental expenses made from the Insular appropriation, Bureau of Education, during the fiscal year 1919.

| Division | Salaries and Wages | | | | | | | | | | | Incidentals | | | | Aid to Local Governments | | | | Miscellaneous Including Deterioration of Supplies |
|-------------------|--------------------|----------------|-------------------|-------------------|----------------------|-------------------|----------------------|---|---------------|--------------------------------|-----------------------|--------------------|---------------------------------------|------------------------|-----------|--------------------------|--|---------------------------------------|------------|---|
| | Grand Total | Total Salaries | Total Incidentals | American Regulars | American Temporaries | Filipino Regulars | Filipino Temporaries | Directors, Division Superintendents, and Clerks | Miscellaneous | Traveling Expense of Personnel | Postage and Telegrams | Contingent Service | Consumption of Supplies and Materials | Maintenance and Repair | Outlays | Normal Schools | Elementary Regularly Organized Provinces | Schools Specially Organized Provinces | | |
| Manila | P212,256.66 | P182,330.56 | P29,926.10 | P102,199.30 | P30,102.79 | P35,267.57 | P10,533.63 | P4,227.27 | | | | | P12,260.31 | | P59.69 | | P16,513.00 | | P1,093.10 | |
| Abra | 58,402.83 | 28,147.04 | 30,255.79 | 5,669.70 | 922.72 | 16,097.58 | 2,201.61 | 3,255.53 | | | | | (83.45) | | | | 28,226.49 | | 14.00 | |
| Albay | 203,707.92 | 63,040.04 | 140,667.88 | 28,550.90 | | 19,983.44 | 5,534.16 | 8,701.54 | P270.00 | 5,736.52 | 498.88 | 0.25 | 17,724.31 | P156.24 | | P25,000.00 | 91,207.85 | | 343.83 | |
| Antique | 92,067.48 | 29,982.05 | 62,085.43 | 849.88 | | 19,782.15 | 4,473.22 | 4,876.80 | | 3,012.35 | 199.53 | | 6,704.08 | | 126.64 | | 61,829.83 | | 205.95 | |
| Bataan | 54,243.37 | 26,834.01 | 27,409.36 | 1,137.06 | | 20,229.44 | 194.39 | 5,273.12 | | 1,955.98 | 90.18 | | 4,093.40 | | 258.77 | | 20,948.74 | | 62.29 | |
| Batanes | 14,437.50 | 5,513.15 | 8,924.35 | | | 1,942.83 | 3,366.18 | 204.14 | | 151.80 | 6.40 | | 2,137.07 | | | | | P6,629.08 | | |
| Batangas | 205,315.21 | 74,454.99 | 130,861.22 | 23,997.38 | 2,808.56 | 35,269.07 | 1,641.61 | 10,061.31 | 676.06 | 2,757.56 | 306.24 | | 22,635.75 | 5.45 | 30.48 | | 104,937.68 | | 158.06 | |
| Bohol | 208,024.88 | 78,956.09 | 129,068.79 | 20,151.16 | 1,467.05 | 35,715.07 | 11,702.96 | 9,709.85 | 210.00 | 5,969.45 | 401.44 | | 13,307.47 | | 36.73 | | 110,002.59 | | 253.11 | |
| Bulacan | 192,861.19 | 75,586.68 | 117,274.51 | 17,964.63 | 459.99 | 46,203.08 | 2,397.52 | 8,260.76 | 300.70 | 3,352.36 | 231.06 | 4.00 | 4,683.62 | 38.49 | 55.93 | | 108,621.76 | | 291.29 | |
| Cagayan | 155,539.29 | 65,905.05 | 89,634.24 | 23,956.99 | 2,117.59 | 24,586.40 | 6,843.11 | 8,400.96 | | 5,419.05 | 271.92 | | 11,904.53 | | 34.64 | | 71,701.99 | | 302.11 | |
| Camarines | 167,088.39 | 68,548.19 | 98,540.20 | 23,064.37 | | 25,213.24 | 7,254.48 | 12,656.10 | 360.00 | 3,333.99 | 596.92 | | 13,896.27 | 20.90 | 3.68 | | 79,884.33 | | 204.11 | |
| Capiz | 196,343.15 | 61,506.20 | 134,836.95 | 16,152.63 | 4,317.64 | 26,293.63 | 6,602.19 | 7,952.74 | 187.37 | 3,339.91 | 361.80 | | 24,274.28 | 47.86 | 37.30 | | 106,056.65 | | 119.15 | |
| Cavite | 152,439.74 | 57,516.33 | 94,923.41 | 14,178.81 | 2,775.59 | 30,794.36 | 1,858.97 | 7,647.63 | 260.97 | 2,280.52 | 179.78 | | 14,316.64 | 175.65 | 1,839.15 | | 75,986.52 | | 146.15 | |
| Cebu | 401,853.60 | 117,861.23 | 283,992.37 | 40,712.13 | 9,836.96 | 37,888.58 | 17,170.24 | 11,862.85 | 390.47 | 7,540.47 | 568.36 | 11.25 | 33,974.25 | 311.57 | 2,271.15 | 12,500.00 | 225,828.61 | | 686.71 | |
| Ilocos Norte | 218,898.61 | 72,927.11 | 145,971.50 | 30,693.91 | 1,409.67 | 28,140.70 | 3,292.30 | 8,998.19 | 392.34 | 2,584.55 | 214.81 | | 20,257.61 | 122.41 | 19.43 | 12,500.00 | 109,890.07 | | 382.42 | |
| Ilocos Sur | 192,500.25 | 78,033.67 | 114,466.58 | 21,519.07 | 2,918.11 | 38,431.72 | 4,973.20 | 9,828.20 | 368.37 | 3,768.09 | 391.34 | | 15,883.99 | 85.44 | 26.78 | | 94,147.78 | | 163.16 | |
| Iloilo | 382,822.48 | 116,993.19 | 265,829.29 | 39,237.09 | 9,168.47 | 45,968.43 | 10,731.08 | 11,478.12 | 410.00 | 5,043.18 | 325.29 | 1.00 | 31,061.23 | 516.52 | 60.65 | 38,000.00 | 190,257.72 | | 563.70 | |
| Isabela | 84,971.38 | 33,882.63 | 51,088.75 | 10,204.67 | | 9,295.98 | 6,745.39 | 7,514.95 | 121.64 | 2,338.15 | 218.26 | | 7,843.14 | | | | 40,358.45 | | 58.80 | |
| Laguna | 178,964.59 | 60,884.71 | 118,079.88 | 25,162.97 | | 26,186.95 | 1,238.79 | 8,276.00 | 20.00 | 2,338.15 | 218.26 | | 18,662.88 | 85.32 | 2,491.00 | | 94,118.93 | | 162.08 | |
| Leyte | 308,162.85 | 98,935.08 | 209,227.77 | 42,814.27 | 2,021.90 | 28,743.08 | 14,891.44 | 10,828.72 | 135.67 | 6,479.07 | 1,001.70 | | 31,055.45 | 233.89 | 2,506.63 | | 167,721.11 | | 229.92 | |
| Mindoro | 71,657.00 | 27,923.38 | 43,733.62 | 268.34 | | 18,274.05 | 4,367.06 | 4,868.77 | 145.16 | 3,195.16 | 196.63 | .55 | 6,370.33 | | 5.00 | | | 33,927.33 | 38.92 | |
| Mindanao and Sulu | 19,321.47 | 7,742.25 | 11,579.22 | | | | | 7,742.25 | | 821.18 | 805.29 | | 2.50 | | | | | | 9,950.25 | |
| Agusan | 78,969.16 | 15,412.88 | 63,556.28 | 9,113.15 | | | | 6,299.73 | | 2,522.54 | 370.72 | | 5,883.02 | | | | 54,780.00 | | | |
| Bukidnon | 54,128.13 | 6,635.18 | 47,492.95 | 383.33 | | | | 6,251.85 | | 2,610.90 | 632.40 | | 5,644.09 | | 283.50 | | 38,322.00 | | | |
| Cotabato | 98,341.77 | 26,811.11 | 71,530.66 | 8,541.63 | 9,321.64 | 2,430.83 | | 6,517.01 | | 2,924.91 | 171.19 | | 6,077.56 | 18.00 | 2,625.00 | | 59,714.00 | | | |
| Davao | 103,668.73 | 15,713.08 | 87,955.65 | 8,263.20 | | | | 6,581.83 | | 3,744.97 | 483.87 | | 10,599.61 | | | | 73,048.00 | | 79.20 | |
| Lanao | 83,645.07 | 20,168.00 | 63,477.07 | 11,976.53 | 1,839.99 | 529.49 | 212.50 | 5,606.49 | | 2,633.71 | 213.09 | 2.10 | 4,396.17 | 10.00 | | | 66,117.00 | | 105.00 | |
| Sulu | 104,673.83 | 18,817.53 | 85,856.30 | 12,319.03 | | | | 6,498.50 | | 1,478.63 | 145.20 | | 4,584.40 | | | | 74,928.00 | | | |
| Zamboanga | 291,991.46 | 39,020.35 | 252,971.11 | 14,762.25 | 3,200.05 | 2,590.98 | 1,840.00 | 16,621.47 | 60 | 4,186.39 | 482.98 | 14.50 | 11,939.64 | 4.60 | 51.10 | 12,000.00 | 46,810.87 | | 224,343.00 | |
| Misamis | 92,428.73 | 36,839.18 | 55,589.55 | 10,599.63 | | 8,900.49 | 9,486.73 | 7,852.33 | | 3,790.54 | 317.44 | | 4,584.40 | | | | | | 74.00 | |
| Mountain | 233,132.01 | 35,921.89 | 197,210.12 | 12,035.68 | 2,917.44 | 6,598.90 | 5,401.35 | 8,547.52 | 23.00 | 5,664.43 | 497.44 | 42.50 | 10,085.83 | 220.37 | | | 180,699.55 | | | |
| Nueva Ecija | 151,668.48 | 60,012.92 | 91,655.56 | 15,844.29 | 2,669.10 | 29,787.07 | 3,772.04 | 7,714.84 | 225.58 | 5,614.09 | 259.62 | 30.00 | 10,582.67 | 821.72 | | | 74,205.81 | | 141.65 | |
| Nueva Vizcaya | 74,173.85 | 19,894.13 | 54,279.72 | 8,624.51 | | 2,529.52 | 2,949.07 | 5,791.03 | | 3,513.13 | 87.73 | | 6,203.03 | | 5.26 | | 44,467.87 | | 2.70 | |
| Occidental Negros | 223,554.76 | 74,936.88 | 148,617.88 | 26,304.28 | | 28,592.29 | 12,027.15 | 7,653.42 | 359.74 | 6,135.59 | 764.33 | 96 | 14,719.13 | 296.60 | 23.31 | | 126,465.36 | | 216.60 | |
| Oriental Negros | 153,232.66 | 60,118.46 | 93,114.20 | 21,807.49 | 683.19 | 19,868.57 | 9,932.39 | 7,818.12 | 7.70 | 6,589.38 | 278.31 | 30.00 | 8,986.08 | 14.00 | 21.44 | | 77,139.51 | | 135.53 | |
| Palawan | 69,908.17 | 35,995.72 | 33,912.45 | 6,716.37 | | 17,040.71 | 4,121.84 | 8,116.80 | | 2,612.60 | 170.39 | 34.14 | 5,239.89 | | | | 27,822.19 | | 83.24 | |
| Pampanga | 190,836.59 | 84,787.68 | 106,048.91 | 24,469.87 | 2,779.63 | 46,175.38 | 1,574.76 | 9,415.09 | 372.95 | 3,624.48 | 265.84 | | 13,890.81 | 117.03 | 6.75 | | 87,873.40 | | 160.60 | |
| Pangasinan | 387,097.64 | 136,605.41 | 250,492.23 | 49,074.11 | | 65,796.88 | 8,855.51 | 12,185.79 | 654.12 | 5,913.57 | 545.87 | | 37,876.69 | 41.15 | 34.63 | | 205,699.94 | | 361.88 | |
| Rizal | 152,447.07 | 63,254.43 | 89,192.64 | 15,426.87 | 4,620.93 | 31,972.17 | 3,727.81 | 7,122.15 | 385.00 | 1,981.24 | 155.53 | | 8,596.95 | 20.37 | | | 78,198.86 | | 239.69 | |
| Romblon | 65,664.62 | 25,469.99 | 40,194.63 | 4,149.58 | | 9,166.50 | 7,445.90 | 4,705.91 | 2.10 | 2,383.23 | 155.04 | | 7,147.40 | 48.69 | 60.40 | | 80,379.39 | | 20.38 | |
| Samar | 197,693.24 | 74,811.00 | 122,882.24 | 25,426.61 | | 24,964.08 | 16,798.92 | 7,478.52 | 142.87 | 8,487.82 | 495.30 | | 11,278.36 | 33.25 | 10,015.58 | | 92,540.09 | | 71.8 | |

No. 28.—Summary of Property Transactions and Statements of Sales during the Fiscal Year, January 1 to December 31, 1919

| Divisions | On Hand January 1, 1919 | Issued | Expended | Sold | On Hand December 31, 1919 | State- ment of Sales (Text- books, etc.) |
|--|-------------------------------|---------------------|---------------------|-------------------|---------------------------------|---|
| Equipment: | | | | | | |
| City schools | P34,076.99 | P1,646.03 | P502.17 (607.51) | P457.17 | P34,768.68 607.51 | P57,632.01 4,600.50 |
| Abra | | | | | | |
| Agusan | 90 | | 90 | | | |
| Albay | 1,417.81 | | 5.44 | 565.40 | 846.97 | 10,163.11 |
| Antique | 1,531.54 | 126.64 | 134.84 | | 1,523.84 | 7,149.83 |
| Bataan | 1,057.89 | 258.77 | | | 1,316.66 | 5,262.94 |
| Batanes | | | | | | |
| Batangas | 47.22 | 30.48 | 47.22 | | 30.48 | 17,130.25 |
| Bohol | 1,669.50 | 36.73 | 36.75 | 7.68 | 1,661.80 | 15,599.32 |
| Bukidnon | | 283.50 | | | 283.50 | |
| Bulacan | 1,720.64 | 55.98 | | | 1,776.67 | 20,669.85 |
| Cagayan | 1,077.89 | 34.64 | | | 1,112.53 | 14,140.45 |
| Camarines | 1,249.74 | | | | 1,253.42 | 11,867.11 |
| Capiz | 1,839.04 | 26.80 | 321.58 | | 1,544.26 | 15,428.88 |
| Cavite | 1,703.87 | 1,849.65 | 607.61 | | 2,946.01 | 12,499.61 |
| Cebu | 2,530.44 | 2,271.15 | 2,486.08 | 573.10 | 1,742.41 | 30,830.46 |
| Cotabato | | 2,625.00 | | | 2,625.00 | |
| Ilocos Norte | 2,293.97 | 19.43 | (36.40) | | 2,349.80 | 28,288.80 |
| Ilocos Sur | 755.23 | 26.78 | 26.78 | | 755.23 | 21,506.86 |
| Iloilo | 3,755.40 | 60.65 | 993.80 | | 2,822.25 | 33,834.26 |
| Isabela | 340.20 | | | | 340.20 | 4,972.95 |
| Laguna | 7.26 | 2,491.00 | 2,275.75 | | 222.51 | 20,352.85 |
| Leyte | 3,070.96 | 2,506.63 | 2,506.42 | 7.00 | 3,064.17 | 18,748.17 |
| Mindoro | | 5.00 | | | 5.00 | 2,608.32 |
| Misamis | 1,067.34 | | 14.18 | | 1,053.16 | 6,934.18 |
| Nueva Ecija | 2,909.40 | | 51.57 | | 2,857.83 | 10,822.16 |
| Nueva Vizcaya | | 5.26 | 5.26 | | | 1,010.88 |
| Occidental Negros | 2,913.79 | 23.31 | 111.32 | | 2,825.78 | 16,819.80 |
| Oriental Negros | 1,971.99 | 21.44 | | | 1,953.43 | 12,982.83 |
| Palawan | 14.25 | | 14.26 | | | 3,012.13 |
| Pampanga | 2,314.26 | 6.75 | 7.69 | 571.00 | 1,742.32 | 12,982.83 |
| Pangasinan | 2,794.85 | 34.63 | | | 2,829.48 | 32,678.92 |
| Rizal | 16.21 | | 15.34 | .83 | | 15,222.88 |
| Romblon | 377.95 | 60.40 | | | 438.35 | 3,547.05 |
| Samar | 534.01 | 10,015.58 | 30.76 | | 10,518.83 | 10,591.65 |
| Sorsogon | 1,363.33 | 10,063.44 | (36.72) | | 11,408.49 | 7,746.73 |
| Sulu | | 51.10 | | | 51.10 | |
| Surigao | | | | | | 8,127.80 |
| Tarlac | 90.41 | 1,899.79 | 6.93 | | 1,908.27 | 17,083.79 |
| Tayabas | 2,544.71 | 1,494.59 | 1,287.02 | | 2,752.28 | 15,951.31 |
| Union | 597.68 | | 2.64 | | 595.04 | 20,974.59 |
| Zambales | | | | | | 9,510.75 |
| Nautical School | 10,196.46 | 476.06 | (474.98) | | 11,147.50 | 824.17 |
| Normal School | 52,282.79 | 1,876.06 | (283.51) | 1,142.20 | 53,280.16 | 9,366.99 |
| Trade School | 92,098.48 | 4,317.66 | (202.02) | 202.79 | 96,415.37 | 5,626.31 |
| General Office | 97,196.01 | 11,867.07 | 6,099.18 | 5,004.94 | 97,958.96 | 9,148.52 |
| Teachers' Assembly | 66,439.66 | 2,928.77 | 971.89 | 27.90 | 68,368.64 | |
| C. L. A. S. ¹ | 64,076.67 | 19,629.57 | 2,965.69 | 44.34 | 80,696.21 | 4,685.82 |
| Industrial Museum | 8,046.15 | 246.52 | 841.05 | 1,390.48 | 6,061.14 | 10.50 |
| General Sales Department | | | | | | 257,926.60 |
| Total equipment | 469,972.40 | 79,376.49 | 20,728.92 | 9,994.83 | 518,625.14 | 833,194.17 |
| Lands | 614,528.31 | 21,459.46 | | | 635,987.77 | |
| Buildings, School of Arts and Trades | 41,430.00 | | | | 41,430.00 | |
| Buildings, and improvements | 1,682,661.42 | 39,547.66 | | | 1,722,209.08 | |
| Irrigation head-control, canals and laterals | 36,644.25 | 20,362.35 | | | 57,006.60 | |
| Water supply head-control, reservoirs, pumping stations, and conduits | 4,866.24 | | | | 4,866.24 | |
| Consumable supplies | 1,706,282.18 | 951,160.53 | 207,415.85 | 490,379.15 | 1,959,647.71 | |
| Grand total | 4,556,884.80 | 1,111,906.49 | 228,144.77 | 500,378.98 | 4,939,772.64 | 833,194.17 |

¹ Central Luzon Agricultural School.

No. 29.—*Bureau of Education Insular, Provincial, and Municipal Expenditures for Education during the Period 1912 to 1918*

| | Insular | | Provincial | Municipal | Total |
|-----------------|---------------------------------|--------------|--------------|---------------|---------------|
| | Instruction and Administration. | Public Works | | | |
| 1912 | P3,906,455.95 | P348,066.39 | P277,272.43 | P2,211,091.36 | P6,742,886.13 |
| 1913 | 3,991,034.73 | 479,836.22 | 386,421.10 | 2,455,660.18 | 7,312,952.23 |
| 1913 (6 months) | 2,391,688.41 | 401,185.16 | | | 2,792,873.57 |
| 1914 | 4,080,055.98 | 509,678.01 | 472,538.29 | 2,303,304.34 | 7,365,576.62 |
| 1915 | 4,174,106.54 | 731,189.62 | 443,166.96 | 2,164,813.69 | 7,513,276.81 |
| 1916 | 4,323,719.10 | 383,996.88 | 463,843.76 | 2,394,787.79 | 7,566,347.53 |
| 1917 | 4,800,205.84 | 376,582.58 | 431,018.20 | 3,614,514.70 | 9,222,321.32 |
| 1918 | 5,339,651.34 | 727,625.99 | 715,614.63 | 4,098,808.01 | 10,881,699.97 |
| Total | 33,006,917.89 | 3,958,160.85 | 3,189,875.37 | 19,242,980.07 | 59,397,934.18 |

The data for Insular expenditures are shown for 7½ years due to the change in the fiscal year in 1913; while for provincial and for municipal expenditures data for only 7 years are shown.

No. 30.—*Insular, Provincial, and Municipal Expenditures by Provinces*

This table consolidates the provincial and the municipal expenditures for salaries, wages, and contingent expenses for school purposes during the fiscal year 1918, and the Insular expenditures during the fiscal year 1919.

| Provinces | Insular | Provincial | Municipal | Total (1919) | Total (1918) |
|--------------------------------------|--------------|------------|--------------|---------------|--------------|
| Regularly organized provinces: | | | | | |
| Manila | P212,256.66 | | P656,585.71 | P867,842.37 | P761,442.07 |
| Abra | 58,402.83 | P33,062.58 | 26,761.69 | 118,227.10 | 85,569.02 |
| Albay | 203,707.92 | 10,949.94 | 128,326.09 | 342,982.95 | 203,132.93 |
| Antique | 92,067.48 | 3,441.65 | 42,186.25 | 137,695.38 | 88,008.58 |
| Bataan | 54,243.37 | 1,688.71 | 20,665.05 | 76,497.13 | 50,111.65 |
| Batangas | 205,315.21 | 10,011.12 | 180,107.69 | 395,434.02 | 248,760.75 |
| Bohol | 208,024.88 | 23,290.84 | 158,312.72 | 389,628.44 | 269,195.42 |
| Bulacan | 192,861.19 | 3,454.39 | 198,200.09 | 394,515.67 | 256,270.77 |
| Cagayan | 155,539.29 | 1,179.10 | 106,388.97 | 263,107.36 | 179,083.90 |
| Camarines | 167,088.39 | 16,180.43 | 130,079.63 | 313,348.45 | 181,072.67 |
| Capiz | 196,343.15 | 12,449.62 | 155,006.44 | 363,799.21 | 224,042.06 |
| Cavite | 152,439.74 | 5,089.26 | 106,111.57 | 263,640.57 | 194,230.47 |
| Cebu | 401,853.60 | 7,104.62 | 239,307.90 | 648,266.12 | 411,166.80 |
| Ilocos Norte | 218,898.61 | 2,904.29 | 124,712.15 | 346,515.05 | 270,168.25 |
| Ilocos Sur | 192,500.25 | 8,429.80 | 97,266.17 | 298,196.22 | 211,409.27 |
| Iloilo | 382,822.48 | 17,883.25 | 258,100.77 | 658,806.50 | 412,411.57 |
| Isabela | 84,971.38 | 4,125.05 | 71,987.25 | 161,083.68 | 104,725.64 |
| Laguna | 178,964.59 | 6,474.23 | 156,819.01 | 342,257.83 | 227,767.58 |
| Leyte | 308,162.85 | 9,194.79 | 189,374.64 | 506,732.28 | 345,398.60 |
| Misamis | 92,428.73 | 10,048.07 | 56,609.45 | 159,086.25 | 118,111.25 |
| Nueva Ecija | 151,668.48 | 1,530.27 | 103,836.29 | 257,034.04 | 168,115.17 |
| Occidental Negros | 223,554.76 | 9,016.02 | 187,014.12 | 419,584.90 | 273,363.20 |
| Oriental Negros | 153,232.66 | 8,038.59 | 106,385.80 | 267,657.05 | 177,506.03 |
| Pampanga | 190,836.59 | 15,945.79 | 169,168.86 | 375,951.24 | 242,517.33 |
| Pangasinan | 387,097.64 | 12,893.96 | 215,600.68 | 615,492.28 | 392,584.34 |
| Rizal | 152,447.07 | 4,775.84 | 145,326.21 | 302,549.12 | 189,976.71 |
| Romblon | 65,664.62 | 4,241.23 | 23,818.88 | 93,724.73 | 36,808.85 |
| Samar | 197,693.24 | 27,030.64 | 125,224.23 | 349,948.11 | 189,503.72 |
| Sorsogon | 141,600.02 | 15,603.62 | 71,808.06 | 229,011.70 | 150,616.65 |
| Superintendent of private schools | 10,019.14 | | | 10,019.14 | 8,213.70 |
| Surigao | 95,016.33 | 2,760.08 | 32,851.67 | 130,628.08 | 103,176.63 |
| Tarlac | 145,831.46 | 6,242.83 | 110,838.82 | 262,913.11 | 146,171.33 |
| Tayabas | 236,360.57 | 3,641.94 | 180,692.95 | 420,695.46 | 327,440.75 |
| Union | 179,246.53 | 2,300.42 | 92,732.28 | 274,279.23 | 186,712.62 |
| Zambales | 96,838.41 | 3,363.58 | 41,673.08 | 141,875.07 | 103,406.47 |
| Total, regularly organized provinces | 6,186,000.12 | 304,346.55 | 4,708,679.17 | 11,199,025.84 | 7,533,192.75 |

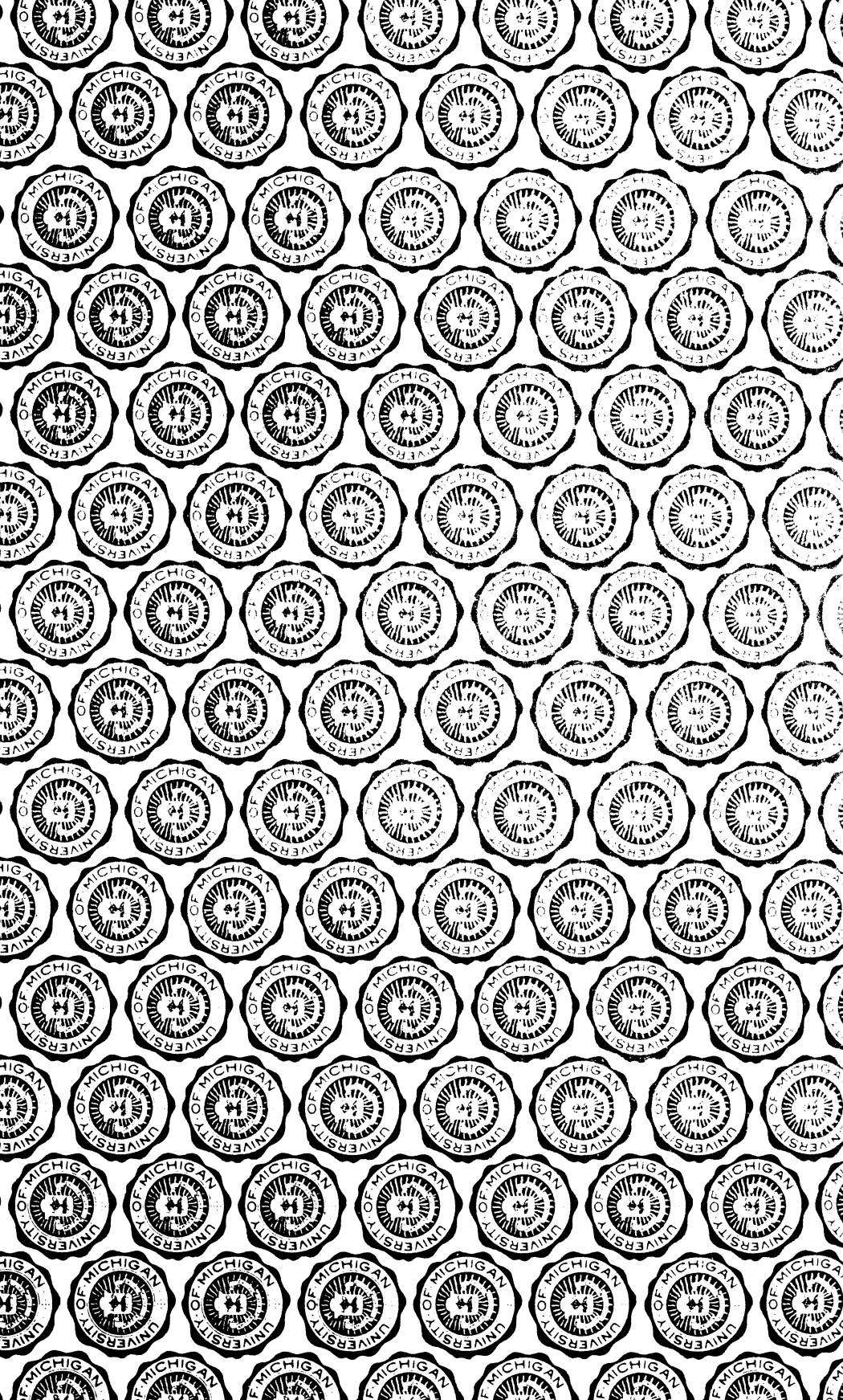
No. 30.—Insular, Provincial, and Municipal Expenditures by Provinces—Continued

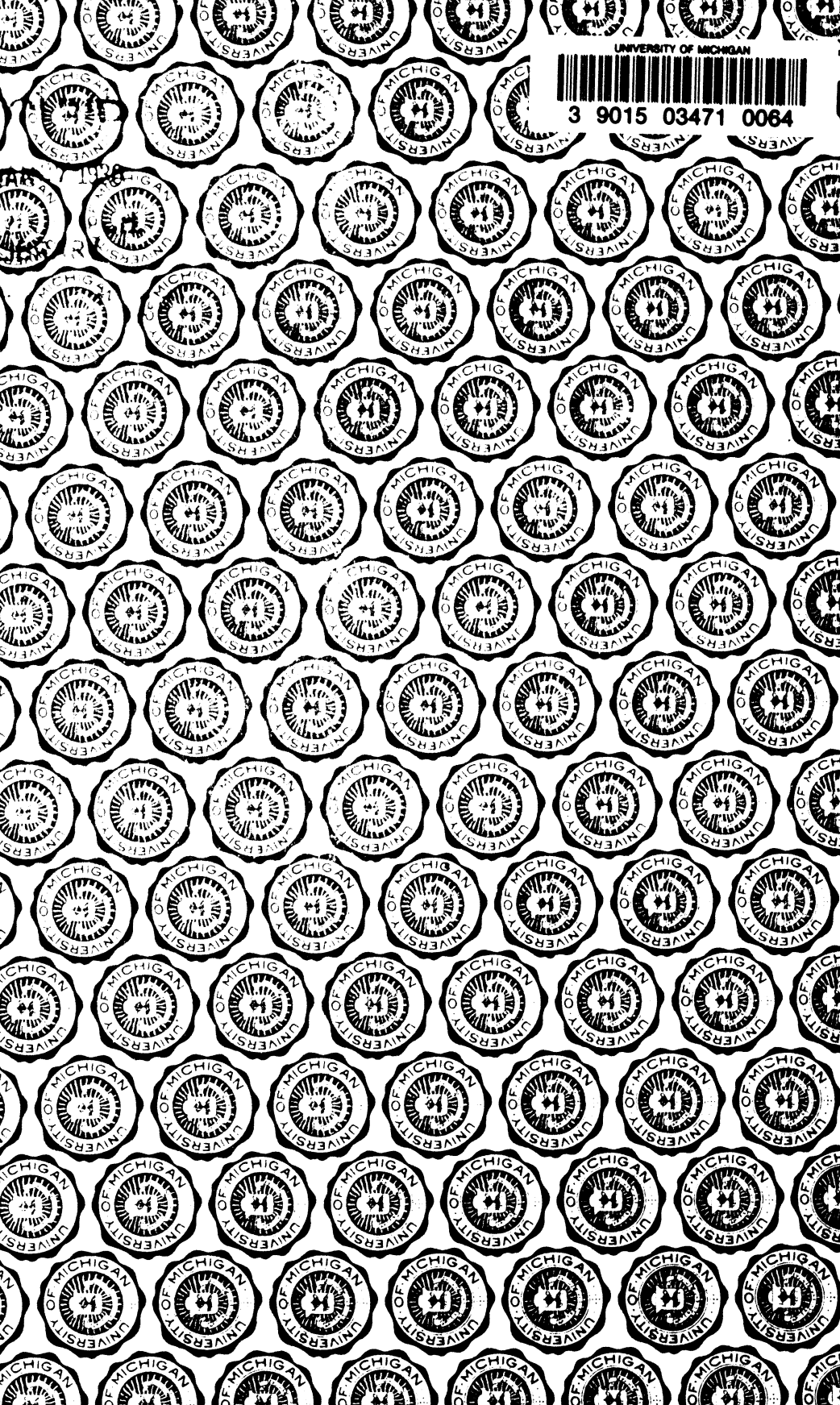
| Provinces | Insular | Provincial | Municipal | Total (1919) | Total (1918) |
|--|---------------|--------------|----------------|-----------------|-----------------|
| Provinces not regularly organized: | | | | | |
| Batanes | P14,437.50 | P601.07 | P11,838.77 | P26,877.34 | P12,918.59 |
| Mindanao and Sulu | 9,371.22 | 46,520.94 | ..... | 55,892.16 | 81,330.86 |
| Agusan | 78,969.16 | 36,213.29 | 40,151.59 | 155,334.04 | 57,683.64 |
| Bukidnon | 54,128.13 | 28,083.46 | 40,731.46 | 122,943.05 | 43,125.20 |
| Cotabato | 98,341.77 | 75,678.32 | 50,224.80 | 224,244.89 | 97,433.31 |
| Davao | 103,668.73 | 45,171.14 | 66,755.77 | 215,595.64 | 95,071.86 |
| Lanao | 83,645.07 | 50,521.79 | 59,797.34 | 193,964.20 | 85,335.75 |
| Sulu | 104,673.88 | 95,952.25 | 57,083.82 | 257,719.90 | 105,886.42 |
| Zamboanga | 291,991.46 | 140,109.64 | 83,297.39 | 515,398.49 | 121,065.73 |
| Mindoro | 71,657.00 | 3,622.26 | 38,068.34 | 113,337.60 | 75,885.08 |
| Mountain | 233,132.01 | 106,666.89 | 83,878.93 | 423,677.83 | 264,403.53 |
| Nueva Vizcaya | 74,173.85 | 40,238.32 | 29,529.47 | 143,941.64 | 110,861.89 |
| Palawan | 69,908.17 | 1,038.71 | 9,721.57 | 80,668.45 | 61,507.48 |
| General Office | 341,652.39 | ..... | ..... | 341,652.39 | 310,539.93 |
| Insular Schools | 522,915.80 | ..... | ..... | 522,915.80 | 342,083.72 |
| Industrial Department (Trade) ..... | ..... | ..... | ..... | ..... | (756.79) |
| Subsistence Department (Muñoz) ..... | ..... | ..... | ..... | ..... | (293.68) |
| Allotments, undistributed (See table No. 27) | 262,424.79 | ..... | ..... | 262,424.79 | 291,221.28 |
| Sales income and revertible receipts | (140,552.80) | ..... | ..... | (140,552.80) | (92,117.26) |
| Total, provinces not regularly organized | 2,274,538.08 | 670,418.08 | 571,079.25 | 3,516,035.41 | 2,068,136.49 |
| Total all provinces | 8,460,538.20 | 974,764.63 | 5,279,758.42 | 14,715,061.25 | 9,596,329.24 |
| Plus Insular aid, non-Chris- tian schools ..... | (*) | ..... | ..... | ..... | 631,800.00 |
| Plus permanent improve- ments | 1,626,911.72 | ..... | ..... | 1,626,911.72 | 727,625.99 |
| Insular aid to municipali- ties and provinces ..... | ..... | (259,150.00) | (1,180,950.41) | (1,440,100.41) | (842,945.00) |
| Net expenditures | 10,087,449.92 | 715,614.63 | 4,098,808.01 | 14,901,872.56 | 10,112,810.23 |

In addition—

| | | |
|---|---------------|---------------|
| Voluntary contributions (regular and special provinces).... | P682,549.58 | P617,399.77 |
| | 15,584,422.14 | 10,780,210.00 |







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